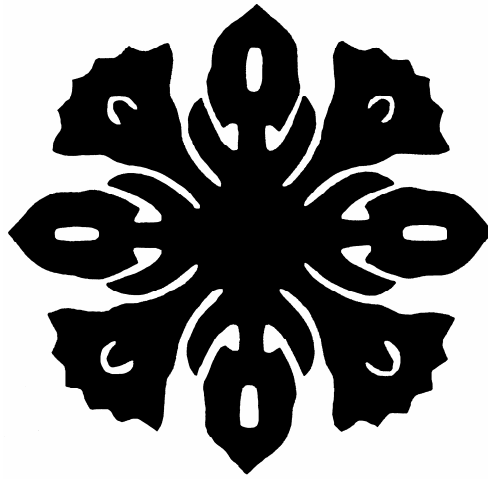


KAUA`I LOCAL AREA PLAN

For

Title I: Workforce Investment Act and the Wagner-Peyser Act



Submitted to:

State of Hawai`i Workforce Development Council
830 Punchbowl St., Room 417
Honolulu, HI 96813

By:

Kaua`i Workforce Investment Board

Thomas Cooper, Chair and Irving Soto, Chair-Elect

The Honorable Bryan J. Baptiste

Mayor, County of Kaua`i

KAUA`I LOCAL AREA PLAN
Title I – Workforce Investment Act and the Wagner-Peyser Act

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This comprehensive plan is submitted for the period of February 1, 2006 through June 30, 2007 in accordance with the provisions of the Workforce Investment Act. We further certify that we will operate our Workforce Investment Act Program in accordance with this plan and applicable federal and state laws and regulations.

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HAWAII INSTRUCTIONS
For February 2006 – June 2007 For
Title I – Workforce Investment Act and the Wagner-Peyser Act

Purpose

The purpose of these planning instructions is to provide guidance to Local Workforce Investment Boards (“LWIB”s) on the development of the first 17 months of the 2005-2007 local strategic plans for Title I of the Workforce Investment Act (“WIA”). The local plan should establish practices and a course of action for the LWIB and its One-Stop Job Centers, and must identify and describe certain county policies, procedures and local activities that are consistent with the Hawai'i State WIA Plan, July 1, 2005-June 30, 2007. [Ref: WIA Reg. 661.345(a)]

Background

Section 118 of WIA requires each local board, in partnership with its Mayor, to submit a five-year local plan consistent with the State plan to the Governor. However, in anticipation of WIA reauthorization, the U.S. Department of Labor (“USDOL”) required states to prepare two-year, rather than five-year, plans. Similarly, states are requiring Local Areas to prepare plans with shorter time periods. On June 16, 2005, the Director of the Hawai'i Department of Labor & Industrial Relations issued Bulletin No. 5-05, which extended the existing local WIA plans to January 31, 2006. Therefore, local plans are for the period of February 1, 2006 through June 30, 2007. Local Areas should expect to prepare three-year plans covering July 1, 2007 through June 30, 2010 in conformance with a State Plan of the same period and reauthorized WIA.

Status of WIA Reauthorization

WIA expired on September 30, 2003. WIA programs continue to operate under the expired law and can do so indefinitely so long as Congress continues to appropriate funding for WIA programs each year. The House passed H.R. 27 (Job Training Improvement Act of 2005) on March 2, 2005. On May 18, 2005, S. 1021 (The Workforce Investment Act Amendments of 2005) was approved by the Senate Health, Education, Labor & Pensions (“HELP”) Committee. As of early-August 2005, Congressional deliberation of WIA reauthorization is continuing.

References

1. Workforce Investment Act of 1998 (WIA), P.L. 105-220
2. 20 CFR Part 652, et al. Workforce Investment Act; Interim Final Rule (Regulations), 4/15/99 - WIA Reg. 661.350 describes the federal requirements for the contents of the local workforce investment plans.
3. April 12, 2005 *Planning Guidance and Instructions for Submission of the Strategic Five-Year Plan for Title I of the Workforce Investment Act of 1998 and the Wagner-Peyser Act*, USDOL-ETA
4. Training and Employment Guidance Letters (TEGL), by USDOL-ETA
5. Hawai`i State Plan for Title I-B of the Workforce Investment Act and the Wagner-Peyser Act, for July 1, 2005 to June 30, 2007. June 2005. See [http: www.hawaii.gov/labor/wdc/](http://www.hawaii.gov/labor/wdc/) and click on WIA Plan 2005-2007
6. *Hawai`i Workforce Development Strategic Plan*, December 2004.
7. DLIR Bulletin No.5-05 dated June 16, 2005 extends the existing Local Plans to January 31, 2006.
8. www.state.hi.us/dlir/rs/loihi – web page of DLIR’s Research & Statistics Office
9. www.sixstrategies.org presents self-sufficiency wages based on size of the family and where the family lives
10. Kaua`i Economic Development Plan 2005 – 2015; Kauai’s Comprehensive Economic Development Strategy (CEDS) Report, County of Kaua`i, Office of Economic Development, Kaua`i Economic Development Board, October 2004
11. *Guideposts for Success: Quality Youth Transition Services*, National Collaborative on Workforce and Disability, 2005
12. Kauai’s Economic Outlook Summary: Strong Growth Pushing Against Constraints, University of Hawaii, Economic Research Organization, June 20, 2005
13. New Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act, Training and Employment Guidance Letter (TEGL) 3-04, released July 2004
14. Department of Business Economic Development and Tourism, Hawaii, 2004, 2005

I. LOCAL VISION AND GOALS

1. Describe your vision and strategic goals for: economic development, worker supply, education and training, use of resources, youth development, and other local priorities

The Kaua'i Workforce Investment Board (KWIB) has developed a two-year local strategic plan which is consistent with the Hawai'i State Plan for Title I-B, Workforce Investment Act and Wagner-Peyser Act, and which aligns with Kauai's Economic Plan for 2005-2005, as articulated in the "Comprehensive Economic Development Strategy (CEDS) report.

KWIB Vision:

A Kaua'i workforce which is aligned with economic development objectives and provides a globally competitive workforce that promotes a diverse and prosperous economy while preserving the island's unparalleled quality of life.

KWIB Mission:

To advance a demand-driven workforce development system.

System-wide Strategic Goals:

- 1) For individuals to have challenging, meaningful and rewarding employment
- 2) For employers to enjoy a competitive advantage provided by a highly skilled workforce
- 3) For all Kaua'i islanders to enjoy a high quality of life provided by a diverse and growing economy
- 4) For taxpayers to benefit from a maximum return on their investment in workforce education and training

Guiding Principles:

- 1) Strengthen the leadership role of the Kaua'i Workforce Investment Board
- 2) Implement a systems approach for a competitive workforce advantage
- 3) Systematically develop and revise strategic plans in response to community workforce changes and need.

Strategic Direction: *Alignment, Awareness, Access and Accountability¹*

Alignment

- Build a demand-driven system which:
 - Clearly reflects the employment needs of representative industry clusters
 - Knows the status of the available labor pool
 - Promotes strategies to ensure a competitive labor pool in term of quantity and quality

Awareness

- Create a sense of urgency at the state and local level about the importance of a competitive workforce

¹ Kauai Economic Development Plan 2005-2015, Comprehensive Economic Development Strategy Report

- Assure that industry clusters and workers know of the available workforce development support services

Access

- Identify and work to eliminate barriers which inhibit workers from getting the education and training needed to be employable, and employers from getting the quantity and quality of the workforce needed

Accountability

- Develop systems and report state/local impact of a workforce development outcomes

Economic Development

Economic Development is defined as the process of positive change in the production, distribution, or consumption of goods and services.

Our County workforce investment plan parallels the State's goals for economic development – “ready and able” to meet the needs of both established and emerging industries, as well as job seekers of a wide range of experience and skills. These workforce needs will be met through:

- *The implementation of our economic development plan* which is an important step that placed renewed focus on County efforts. It signaled to the business community that Kaua'i values the contributions businesses make to the County's quality of life and that County government is continually striving to address their needs and prosper.
- *The guiding principles* of our plan is a recognition that to improve Kauai's economy over the next ten years, we must be guided by:

Economic Self-Sufficiency: minimize imports and promote import substitutions

Economic Diversification: strengthen selected industry clusters to minimize dependence on a single industry, and;

Economic Opportunity: offer an appropriate K-12 education and adequate post-secondary education and training opportunities to give worker's choices and to promote living wages.

A two-prong approach has been recommended:

1. Address critical, structural issues impacting economic development
2. Proactively promote six emerging industry clusters
 - a) Food & Agriculture
 - b) Health & Wellness
 - c) Sports & Recreation
 - d) Arts & Culture

- e) High Technology
- f) Renewable Energy

In response to the critical issues impacting economic development, five goals have been established: ²

1. To assist new and existing businesses in targeted clusters create new jobs
2. To facilitate career planning for students in elementary school and up
3. To expand and train the workforce to meet the needs of employers
4. To promote affordable housing
5. To improve the skill level and work readiness of students entering the workforce.

Worker Supply

The underlying strength of Kauai's businesses is a labor force well-equipped to supply the talent and leadership or the changing face of competition. To achieve our goals it is essential to strategically focus on skills needed in targeted industry clusters and occupations in high demand, and increase the workforce participation. By increasing the number of people who move successfully through the education system, we will not only improve the worker supply but the quality of skilled workers.

For employers to enjoy a competitive advantage provided by a highly skilled workforce, it will require having an adequate **worker supply** which includes providing opportunities for incumbent workers to develop their skills and advance; enable expatriates and "local born and raised" workers to return to Hawaii, and outreach to include currently underrepresented workers, such as individual's with disabilities, persons on Temporary Assistance for Needy Families ("TANF"), immigrants, out-of-school youth, older workers and retirees, and people with substance abuse and ex-offender backgrounds.

Education and Training

The Kaua'i WIB views investment in education and training as a mechanism to support overall economic goals of the island. The blending of workforce and education systems is critical to sustaining and advancing Kauai's economy and quality of life. Our goal is to achieve a true continuum of education and training to support a workforce that can make the necessary transitions among occupations, industries and careers through life-long learning and skill advancement as Kauai's economy evolves.

Our plan places emphasis on:

- Assisting incumbent workers to train for "high wage" opportunities, thereby allowing them to raise their standard of living, while opening current jobs for less-prepared job seekers,

² Kauai Economic Development Plan 2005-2015, Comprehensive Economic Development Strategy Report

- Promulgating the established career pathways and career advising services that span secondary and postsecondary systems
- Improving integration of existing program, such as the “Learn-to-Work” training format which provides work readiness, hands-on and classroom training and work experience, resulting in a work readiness certificate.
- Expanding access for adults to education and training at eligible training providers, as well as employer sponsored “customized” and on-the-job training.

Use of Resources

For our plan to be successful, resources need to be effectively and efficiently directed toward the changing needs of our community and businesses to ensure that social, regulatory, and physical infrastructures appropriately support a desirable level of local economic growth. Expanding local intergovernmental efforts to improve public/private partnerships is one method to better coordinate public and private sector investments and resources. The private sector invests significant resources, both through businesses and foundations, in recruiting and training new employees.

Building strategic partnerships among business, education, economic development and workforce agencies is essential. We will be able to identify and continually improve services and strategies to better meet workforce expectations and needs by holding employer forums, conducting community/business surveys, making job developer contacts, and combining the expertise and resources of KWIB, Kauaʻi Economic Development Board, Kauai Visitor’s Bureau, Department of Education, Kauaʻi Community College and Kauaʻi Chamber of Commerce.

Efforts to secure additional resources via grants will continue, as will our commitment to meet and exceed Workforce Investment Act performance objectives to qualify for federal incentive grants.

Youth Development

The future is in our youth and their development is an integral component of our economic and workforce development. The new vision and strategies for serving youth will require state and local workforce investment system leaders to serve as catalysts to bring together education, employment and economic development. Our goals include providing our youth with the following:

- An opportunity for developing and achieving career goals through education and workforce trainings, including the youth most in need of assistance, such as out-of-school youth, homeless youth, youth in foster care, youth offenders, children of incarcerated parents, and migrant and seasonal farm workers; and other youth at risk;
- Access to a high quality standards-based education regardless of the setting with full participation through self-determination, informed choices, and participation in decision-making;

- Information about career options and exposure to the world of work, including structured work experiences and internships;
- Opportunity to develop social, civic and leadership skills through strong connections to caring adults, support services and special accommodations to allow them to become independent adults;
- Equality of opportunity for everyone, including non-discrimination, individualization, inclusion and integration, with opportunity to find and succeed in self-satisfying careers that will provide an adequate standard of living, and economic self-sufficiency.

2. Identify differences, if any, from the State's vision and goals

KWIB's vision and goals are consistent with the State's vision and goals. Due to our considerably high number of job vacancies listed with WorkWise!, our One-Stop Job Center, we will assist employers to fill their worker supply and worker preparation gap in which skill requirements and educational levels vary with many job openings requiring only a high school diploma or less.

Our targeted industries are consistent with the Kaua'i Comprehensive Economic Development Plan, which has identified six emerging clusters on Kaua'i over the next ten years. These include: (a) Agriculture and Food, (b) Healthcare and Wellness (c) Sports and Recreation (d) Arts and Culture (e) High Technology (f) Renewable Energy. The Tourism/Hospitality industry is anticipated to continue to be strong and will remain a target area as well.

3. Identify the Local Workforce Investment Board's highest two to four priorities for the next two years.

To ensure a system that is flexible and relevant, the following key priorities have been identified:

1) Closing the gaps in worker supply and worker preparation

- Enhance the retention of incumbent workers and increase the number of entrants into the workforce, including those typically not working, such as individuals with multiple barriers to employment, older individuals, the limited English-speaking, and people with disabilities;

2) Promoting a demand-driven workforce investment system

- Our goal, as we expand outreach efforts, is for both employer and participant customers to view the One-Stop Job Center as the place to access more than just entry-level job services and training programs;

3) Providing a collaborative delivery of youth services

- A collaborative and coordinated delivery of youth services will enhance programs, filling gaps in needed services and reduce duplication;

4) Meeting and exceeding the negotiated performance measures

- Ensure a performance accountability system with common performance measures to be aligned with demand-driven strategies.

4. *Describe the process by which the LWIB's vision and goals will be conveyed to One-Stop Center staff, partners, and service providers. Please include plans for receiving feed-back, and providing on-going reinforcement.*

Effective communication, feedback and realignment are critical to the implementation and success of our plan and the services offered to businesses and job seekers. The following process will be utilized to foster our partnerships and commitment:

- At each bi-monthly KWIB meeting a report is presented on the status of the one-stop operations, the Adult and Dislocated Worker programs, and the youth services. Additionally, each Consortium partner and employer provides an update on what is new and happening in their respective business/industry;
- Cross-training of partner staff on the “demand-driven service model”, incorporating business services and enhanced customer service “triage”. Training topics to include: intake, assessment, case management, job development and placement and follow-up services;
- Partner’s Networking Forums will continue to be held quarterly to provide information about what programs and services are available through WorkWise! partners and the eligibility requirements;
- Weekly staff meetings have been and will continue to be held with the Workforce Development staff at the One-Stop Job Center.
- Partner agencies will receive weekly communications via the “Customer Service Representative” at the One-Stop Center with new and closed job listings, upcoming trainings; and pertinent community and/or partner events;
- Consortium members have been meeting monthly, and in some instances more regularly as our demand driven system was implemented. In the future, bi-monthly meetings will be held to exchange information, receive feedback and make necessary alterations;
- Multi-agency workshops will be held by partner agencies when new policy or programs are introduced in their respective areas. This practice will both enhance coordination of services and prevent duplication;
- The Kaua'i One-Stop Job Center “WorkWise!” website will be updated and a “forum” (bulletin board) established to enhance communication between partners
- Sharing common activities such as media buys, workforce supply-demand studies, preparation of printed material will be coordinated with the State Workforce Development Division (WDD), Neighbor Island WIBs, and Workforce Development Council.

II. ASSESSMENT OF LABOR MARKET NEEDS **[Ref. WIA Reg. 661.350(a) (2)]**

1. Identify the current and projected employment opportunities in the Local Area.

Industry Outlook

Kaua`i County has experienced strong job growth since 1997, with unemployment rates at their lowest level in more than a decade. The overall state economy is expected to continue to expand for the next several years, with approximately 470 jobs created annually on Kaua`i between 2000 and 2010.³ Openings will be generated in a multitude of jobs across various education and wage levels.

Despite our robust growth of recent years, challenges have emerged, such as affordable housing, high capacity utilization in tourism, overburdened infrastructure and a tight labor market with an insufficient number of workers to meet our workforce needs.

The KWIB plan takes into consideration:

- the workforce investment needs of businesses, job seekers, and workers in our local area, and
- current and projected employment opportunities and job skills necessary to obtain such opportunities

Service-Producing Industries

- The service-producing industries – transportation, communication, utilities, trade, finance, insurance, real estate, and government, will create over 90 percent of the new jobs between 2000 and 2010.⁴
- Service and trade will add 80 percent of the total positions in Kaua`i County.
- The service industry will generate the most jobs by far and will be one of the fastest growing industries in the county. The two largest industries within the service field, hotels and other lodging, and health services, will contribute 40 percent of the growth. Amusement and recreation services, business services, and educational services will also fuel more growth.
- Trade, the second largest industry, will create 27 percent of new jobs. However, the average annual growth rate will fall slightly below the growth rate of Kaua`i County. Gains in the retail trade sector, mainly eating and drinking establishments will be the biggest booster.

³ Research & Statistics Office, Hawaii Department of Labor & Industrial Relations, August 2005

⁴ Research & Statistics Office, Hawaii Department of Labor & Industrial Relations, December 2003

- Growth within the transportation, communication, and utilities will keep pace with the services industry, advancing by 2.2 percent annually. The transportation sector, spurred mainly by advances in air transportation and transportation services, will provide more than half of the total increase in this industry.⁵
- Approximately 4 percent of the workforce will continue to be employed within the finance, insurance and real estate industry from 2000 through 2010. Advancement in this industry will primarily result from an increase in real estate employment.
- Although government will remain third largest in size, it will grow by 0.9 percent annually, the lowest of the service-producing industries.

Goods-Producing Industries

- Employment in the goods-producing industries – agriculture, construction, fishing, forestry, mining, and manufacturing, will remain at approximately 9 percent from 2000 to 2010.⁶
- Growth in construction and mining will stand out as principal contributors for the good-producing sector of the county.
- Manufacturing and agriculture will remain the county's two smallest industries. Manufacturing will post the smallest job gains among all of the industries, while agriculture will net the only decline in employment.

Total, All Occupations

- From 2000 to 2010, over 46 percent of the job gains will originate from four occupational groups -- building & grounds cleaning & maintenance, sales & related, food preparation & serving related, and office & administrative support.⁷
- The building & grounds cleaning & maintenance occupational division will post the largest numerical increase in jobs. Building cleaning workers, maids and housekeeping cleaners, and landscaping and grounds keeping workers will push employment upward.
- Retail sales workers will provide over two-thirds of the employment gains in sales and related occupations.
- Although food preparation & serving related occupations and office & administrative support occupations rank high in terms of numerical gains, the percentage growths for both occupations are among the lowest of the occupational groups.
- The total number of job openings generated by replacement needs, representing about 60 percent, will outnumber openings created by growth.

⁵ Research & Statistics Office, Hawaii Department of Labor & Industrial Relations, December 2003

⁶ “

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- Food preparation & serving related occupations, and sales & related occupations, two of the larger occupational groups will account for over 42 percent of the vacancies due to separations.

Industry Growth Rates, Kauai County, 2000-2010⁸

Industry	2000 Employees	2010 Employees	Average Annual Growth
Total, all Industries	26,440	31,140	1.8%
Agriculture, Forestry, & Fishing	950	930	-0.2
Construction and Mining	1,020	1,230	2.1%
Manufacturing	470	500	0.6%
Transportation, Communication & Utilities	1,870	2,280	2.2%
Trade	7,430	8,700	1.7%
Finance, Insurance, & Real Estate	1,110	1,220	1.0%
Service	11,480	13,970	2.2%
Government	2,120	2,320	0.9%

Fastest Growing Occupations (Some training required)

Occupation	2000-2010 Total Job Openings	Annual Growth Rate
Child Care Workers	70	4.0%
Landscaping & Groundskeeping Workers	390	3.3%
Security Guards	180	3.2%
Combined Food Preparation & Serving Workers	860	3.1%
Hotel, Motel & Resort Desk Clerks	120	3.1%
Teacher Assistants	100	2.9%
Maids & Housekeeping Cleaners	490	2.5%
Counter & Rental Clerks	90	2.3%
Nursing Aides, Orderlies & Attendants	50	2.3%

⁸ Research & Statistics Office, Hawaii Department of Labor & Industrial Relations, November 2005

Occupation <i>(Some training required)</i>	2000-2010 Total Job Openings	Annual Growth Rate
Customer Service Representative	70	3.8%
Receptionists & Information Clerks	110	2.2%
Construction Laborers	50	2.7%
Truck Drivers, Heavy & Tractor-Trailer	70	1.8%
Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	60	1.7%
Executive Secretaries & Administrative Assistants	40	1.7%
Bookkeeping, Accounting, & Auditing Clerks	100	0.5%

Middle Level Preparation *(More than one year to less than four years of training generally)*

Occupation	2000 -2010 Total Job Openings	Annual Growth Rate
First-Line Supervisors/Managers of Mechanics, Installers & Repairers	50	3.0%
Licensed Practical & Licensed Vocational Nurses	50	2.7%
Registered Nurses	180	2.6%
Carpenters	70	2.2%
First-Line Supervisors/Managers of Retail Sales Workers	140	2.1%
Musicians & Singers	80	2.1%
Automotive Service Technicians & Mechanics	60	2.1%
Food Service Managers	40	1.7%
Fire Fighters	60	1.5%
Cooks, Restaurant	160	1.4%

Long Term Preparation (A bachelor's degree or higher; may need work experience)

Occupation	2000-2010 Total Job Openings	Annual Growth Rate
Sales Managers	60	3.6%
Secondary School Teachers, Except Special & Vocational Education	70	2.1%
Accountants & Auditors	50	1.9%
Elementary School Teachers, Except Special Education	100	1.5%
General & Operations Managers	110	1.4%

* Attachment #1: Industry Employment and Growth Rates, 2000-2010 Kauai County

2. Describe the job skills necessary to obtain the employment opportunities identified above.

Kauai's labor market characteristics imply an emphasis to address incumbent and future worker training needs. Job skills training and re-training will be necessary to ensure that our adults and youth are adequately prepared to meet the employment opportunities of the present and future.

An example of the type of "general" skills, knowledge, and competencies required in the labor force include:

Basic Skills: Minimum high school level reading, writing, and math computation skills; effective speaking and listening skills; interpersonal skills; basic computer literacy; information gathering skills; problem solving skills.

Job Readiness Skills and Knowledge: These include understanding one's strengths, weaknesses, values, interests, and aptitudes and how they relate to the expectations of an employer; job search skills; resume and supporting documentation; writing skills and interviewing skills.

Social Skills: Attitude, respect, work ethic, understanding of legitimate and realistic expectations both as an employee and in the fulfillment of employers' expectations.

Professional Skills: Understanding of basic economic principles such as supply and demand; customer service skills; familiarity with basic business management and organizational operations concepts; time management; leadership skills; realistic

expectation of self as an employee and awareness of professional/ethical responsibilities; competence in acceptable workplace behaviors.

Life or “Survival” Skills: Self-esteem, stress management, financial management, awareness of personal assistance services and resources; commitment to lifelong learning.

Entrepreneurial Skills and Knowledge: To ensure the success of a personal business or the employing organization, one should be equipped with a variety of skills and knowledge including, but not limited to, a thorough understanding of the elements of a business plan, organization, finances, time management, problem-solving, and interpersonal skills.

Occupational, Post-Secondary and College Training: Some occupations identified above will require specific training and receipt of credentials to obtain employment.

3. Describe the current and projected labor pool, including demographics (e.g. age, gender, number of special groups listed at IV.13 of these instructions) of the youth and working age populations.

With high rates of job creation, an increasingly important constraint on further Kauai job growth will be difficulty finding qualified workers.

Civilian Labor Force – Kaua`i County (2005)⁹

Year	Total	Employed	Unemployed	Percent of Labor Force	Unemployment Rate
Third Quarter 2005	32,950	30,050	900	3.3	2.7

Kaua`i County

Population	61,929
Population Net Change, 2000-2004	3,466
Population, percent change 2000-2004	5.9%
Age (median 38.4) (2000 census)	
15 or younger	21.7%
15– 24	11.8%
25-44	27.3%
45-64	25.5%
65+64	13.8%

⁹ Hawaii State Department of Labor & Industrial Relations; Hawaii State Department of Taxation; Hawaii State Department of Business, Economic Development, & Tourism and Hospitality Advisors, LLC

Race and Ethnicity	
White	29.5%
Black or African American	0.3%
American Indian and Alaska Native	0.4%
Asian	36.0%
Native Hawaiian and other Pacific Islanders	9.1%
Hispanic or Latino	8.2%
Some other race	0.9%
Two or more races	23.8%
Educational Attainment (age 25 & older)	
High School Graduates (includes GED)	29.7%
Some College, or Associates Degree	34.1%
Bachelor’s Degree or Higher	13.3%
Master’s, Professional or Doctorate Degree	6.1%
School Enrollment	
Preschool and kindergarten	10.8%
Grades 1-12	77.5%
College	11.7%
Persons with a disability, age 5+	6.5%
Median Household Income	\$45,020
Average pay per job, 2000	\$25,960
Persons below poverty, 1999	10.5%

4. *Analyze the information collected on employment opportunities, necessary skills, and the current and projected labor pool. Based on this analysis, describe the current and projected skill gaps and the sufficiency of the Local Area’s labor pool.*

Kauaʻi County has been experiencing a shortage of workers to meet our current workforce needs. It is anticipated this shortage will continue throughout the duration of our two-year plan; however, strategic plans and goals have been identified to address immediate and long term labor force issues and skills gaps as reported in the “Local Vision and Goals” section.

Skill Gaps

Basic Skills. Competence in basic skills previously associated with receipt of a high school diploma or equivalent can no longer be unequivocally expected of all high school graduates. A growing proportion of the “residual” population of high school graduates on Kauaʻi (i.e., those who remain on Kauaʻi after graduation) are deficient in basic written and oral communication skills, math and computational skills, scientific reasoning and problem-solving ability.

Basic Professional Competence. A substantial gap exists between employers’ expectations for basic economic, business, and professional competence and availability in the emergent

labor pool. Fundamental professional skills such as interpersonal competence and familiarity with common professional courtesies to working understanding of the operating principles of business, the emergent workforce appears unprepared.

Workplace Ethics and Attitude. The inconsistencies between worker expectations and responsibility are becoming more apparent in the emergent labor force, with job applicants and employees unable to pass drug tests, not showing up for work, and dressed in casual attire with visible tattoos and body piercing.

*** Note: Technical skills and post-secondary training are needed for many occupations but are not listed specifically in this plan.**

III. LOCAL ORGANIZATION AND ADMINISTRATION

***1. Identify the entity responsible for the disbursement of WIA formula funds.
[Ref: WIA Reg. 661.350(a)(9)]***

Successful governance of the workforce investment system is achieved through the cooperation and coordination of Federal, State and local governments. Under Title I of the Workforce Investment Act (WIA), the framework for delivery of workforce investment activities is at the State and local level. The Department of Labor provides leadership and guidance to support a system that meets the objectives of Title I of WIA, and in which State and local partners have flexibility to design systems and deliver services in a manner that best allows them to achieve the goals of WIA based on their particular local needs.

The County of Kauaʻi, through the Office of Economic Development, receives and is responsible for the Workforce Investment Act funding.

While ultimate liability for appropriate use of funding resides with the County of Kauaʻi, several specific liability issues are resolved due to local and state policies and/or statutes. The County of Kauaʻi, in conjunction with the State Department of Labor and Industrial Relations (DLIR) mutually agree upon the terms and conditions of indemnification within parameters set forth by aforementioned policy guidelines and legislation.

The following are prepared prior to execution of any legally-binding agreement between the County and DLIR:

- Definition of scope of work and content of contract
- Endorsement of administrative and legal authorities
- Contract execution

2. Describe roles and relationships between the Mayor, LWIB, grant recipient, subrecipient/fiscal agent, and One-Stop operator. Attach any agreements and organization charts that define the roles and relationships.

The Mayor of the County of Kauaʻi and KWIB are committed to a coordinated, collaborative effort to develop a system tailored to Kauaʻi's specific needs and characteristics. This coordination is fundamentally based on mutually understood roles and responsibilities and an awareness of the importance of the inter-relationships.

Mayor

- The chief elected official who appoints KWIB in accordance with State criteria established under WIA.

WIB

- In partnership with the chief elected official, the WIB sets policy for the local workforce investment system.
- Develops the local workforce investment plan (Local Plan) and conducts oversight of the One-Stop system, youth activities and employment and training activities under title I of WIA;
- Selects the One-Stop operator in agreement with the chief elected official;
- In cooperation with the chief elected official, appoints a Youth Council as a subgroup of KWIB and coordinated workforce and youth plans and activities with the Youth Council in accordance with WIA section 117(h) and Sec. 661.33;
- Selects eligible youth service providers based on the recommendations of the Youth Council, and identifies eligible providers of adult and dislocated worker intensive services and training services; and maintains a list of eligible provider with performance and cost information;
- Develops a budget for the purpose of carrying out the duties of the Local Board;
- Negotiates and reaches agreement on local performance measures with the State Workforce Development Council;
- Coordinates workforce investment activities with economic development strategies and the development of employer linkages;
- Promotes private sector involvement in the Statewide workforce investment system ;
- Develops mechanisms to enhance and sustain incumbent worker training, and opportunities for internships and on-the-job training;
- Defines and creates support for standards of quality, performance, and outcomes
- Monitors on-going system improvement;
- Adheres to the “Sunshine” provision whereby the local board shall make available to the public, on a regular basis through open meetings, information regarding the activities of the local board, including information on the local plan prior to submission of the plan; regarding membership, the designation of the One-Stop operator and the award of grants or contracts to eligible providers of youth activities; and on request, minutes of formal meetings of the local board.
- Adheres to the “Conflict of Interest” provision: a member of the local board may not vote on a matter under consideration by the local board regarding the provision of services by such member or by an entity that such member represents or that would provide direct financial benefit to the immediate family¹⁰ of such a member; or engage in any other activity determined by the CEO to constitute a conflict of interest as specified in the plan.

County of Kaua`i

¹⁰ Immediate family defined as: spouse, mother, father, grandmother, grandfather, aunt, uncle, domestic partner, children, son-in-law, daughter-in-law, brother or sister, or any relative living in the immediate household of the board member

- Facilitates Board and subcommittee operations through primary staffing (one full-time WIA Administrator and one part-time Accountant)
- Provides an efficient communication channel between the Board, local organizations, and system partners;
- Facilitates the collection, compilation, and analysis of information appropriate to Board needs;
- Fosters operational collaboration amongst partnering agencies through trust and open communication, etc.;
- Oversees financial and administrative operations under WIA funding.

Program Operator

- Provides core, intensive and training services
- Responsible for Individual Training Account (ITA) determination and front-line; monitoring of appropriate employment and training choice;
- Tracks program participants and outcomes;
- Implements and administers other program-related information needs;
- Coordinates services and collaborates with youth services operator.

One-Stop Operators/Partnering Agencies

- Responsible for administering workforce investment, educational and other human resource programs and funding streams;
- Collaborates to create a seamless system of service delivery that enhances access to the program's services and improves long-term employment outcomes for individuals receiving assistance;
- Partners make available to participants through the One-Stop delivery system the core services that are applicable to the partners' programs and that are in addition to the basic labor exchange services traditionally provided in the local area under the Wagner-Peyser program;
- Enters into a memorandum of understanding (MOU) with the Local Board relating to the operation of the One-Stop system, including description of services, how the operating costs will be funded, and methods for referrals;
- Provides representation on the Local Workforce Investment Board;
- Focuses on quality service delivery and participant outcomes;
- Commits to inter-organizational collaboration to enhance efficiency, improve accountability and reduce duplication;
- Support the efforts of the program operator with respect to WIA funding participant tracking, and gathering and compiling information appropriate to the overall workforce development system

Fiscal Agent

- Centralizes financial services for all WIA programs; applies policies-procedural guides including WIA Financial Management Manual- Bulletins, State of Hawai'i Accounting Manual, OMB Circulars;
- Ensures that accounting processes are in compliance with all required and mandated statutes;

- Establishes necessary accounting codes to ensure proper WIA programs are charged;
- Processes requisitions using appropriate accounting codes;
- Generates and distributes purchase orders, invoices, and disbursements to respective vendors for the purchase of goods and services;
- Processes and distributes payments/reimbursements to program participants;
- Processes payroll (including W-2) for designated WIA program service provider staff and Work Experience participants;
- Processes and distributes travel payments;
- Performs financial monitoring of On-the-Job contracts as well as other service contracts;
- Provides technical assistance and support to program service provider staff to ensure efficiency in the fiscal system;
- Develops and implements a Cost Accounting System for generating monthly time distribution and financial reports;
- Prepares financial reports for county review to ensure programs are in compliance with specific program requirements;
- Prepares audit schedules for annual single audits;

** Attachment #2 Organizational Chart*

3. Describe measures in place or planned towards effective and efficient use of administrative resources; including:

a) Improved procedures for data flow and entry

America's One-Stop Operating System (AOSOS) is an internet-based system for data collection, reporting and case management for WIA and Wagner-Peyser programs. Data is collected at the local level and entered in the AOSOS to produce the federally required reports and various other local area reports that are necessary for program management.

The Kaua'i Branch of the Workforce Development Division is the provider of the WIA Adult Worker and Dislocated Worker programs and Wagner-Peyser programs. Staff has been trained and is responsible for timely and accurate data entry. The About Face Program, administered through the Hawai'i National Guard operates the youth service, programs and has also designated staff who maintains all data flow and entry. The Workforce Investment Act, title I-B Standardized Record Data (WIASRD) – General Reporting Instructions and Specifications has been provided for reference and clarification in procedures.

In June of 2005 staff members attended the AOSOS Trainers Advisory Group meeting which reviewed process and procedures relating to data entry, performance outcomes, data validation, and conducting job matches.

Data validation is conducted annually by the State WDD office, and monitored by the local WIA staff administrator on a random basis as well as during annual program monitoring.

b) Single administrative structure to support the Local WIB and serve as the fiscal agent under WIA funds

Every effort to minimize the costs and ensure the efficient use of resources is employed. We have a single organizational structure that administers the grants, provides support for the local board and services as fiscal agent.

We ensure that our own financial systems, as well as those of our grantees, provides fiscal control and accounting procedures that are in accordance with acceptable accounting principles, including: Accrual base reporting, effective internal control, proper charging of costs and cost allocations, source documentation and resolution of any audit findings.

Coordination and resource sharing among One-Stop partners is documented in a Memorandum of Understanding, and regularly evaluated.

c) Simplifying and combining programs; d) reducing overlapping services by affiliated entities

KWIB has found over the years the combining of programs enhances the delivery of service and minimizes duplication, and all partners recognize the importance of effective and efficient referral procedures to achieve a “no-wrong-door” one-stop system.

Our strategy towards maximizing the effectiveness of Federal and State resources is to:

- Become organizationally structured for efficient operation;
- Optimize use of available technology;
- Leverage resources through education, economic development and Industry associations to support OJT and customized training;
- Continue the transition into the demand-driven workforce system, aligning with economic development;
- Bring key players together, including the faith-based community;
- Partner and community agencies to assist with job development and placement;
- Align employment efforts and focus on underrepresented groups;
- Strengthen links with Adult Education, Kauaʻi Community College, and Rural Development Programs;
- Identify and support agencies whose primary responsibilities are to address barriers such as affordable housing, substance abuse, etc.;

- Use a “common intake” and other information-gathering forms which are sufficiently detailed to assist with determinations of eligibility for all or most programs across the workforce development systems;
- Efficient information sharing mechanisms to facilitate the transfer of profile information to and from partner agencies;
- Cross-training of staff

e) Leveraging resources with interested parties

A significant challenge for Kauai’s Workforce Investment Board is to coordinate and attract supplemental resources to meet the needs of all labor force. We have however, worked collaboratively to leverage resources with our partner agencies and other community and faith-based organizations. Such as: a partnership with Kauaʻi Community College Rural Development program which is providing tuition for training of WIA eligible clients; and the co-enrollment of WIA and TANF students in the youth in-school program; Kauaʻi School for Adults complimenting workforce development services by providing assessment, remediation and employer training; faith-based and community agencies collaborating through referrals, resource sharing and grant writing to obtain additional funding.

Intensive service and training needs of job seekers under multiple funding streams will be coordinated to maximize the value and minimize the unit cost of support and training services. Information systems will readily associate available jobs with qualified participants. It will be a system which is therefore cost-effective and cost-efficient.

f) Limited travel policy

As a result of continued reduction of funding, all travel at this time is restricted to in-state travel to Oahu for attendance of Workforce Development Council bi-monthly meetings and required training by the Workforce Development Division. If additional funds are received via incentive awards, travel to the mainland for the National WIB conference may be considered.

g) Joint activities with other Local Areas

Part of effective collaboration, improved communication, and efficiency in leveraging involves working with the other Local Areas. We will continue to work on statewide efforts, such as the Reed Act Proposal, Prisoner-Reentry and related grants, and TANF services, to augment WIA and Wagner-Peyser funding. We will also continue to share best practices and creative methods for the provision of services with limited funding.

4. Describe any training that is conducted for LWIB members and staff on ethics, conflict of interest, and the Sunshine Law; including the frequency and date of recent and planned sessions.

Future training in 2005 and 2006 will expand upon initial information provided to all new Board members at the time of orientation to KWIB. One topic we will elaborate on is conflict of interest, to include:

Representation of Interest. No member of the LWIB, or any Council or Committee [both standing and *ad hoc*] shall represent or act as an agent for any private interest, whether for compensation or not, in any transaction in which the members have direct and substantial interest and which could be reasonably expected to result in a conflict between a private interest of the member and the member's official responsibility.

Restricted Activities: No member shall cast a vote or participate in any decision-making capacity on any matter under consideration regarding the provision of services by such member, or by an entity that the member represents, or that would provide direct financial benefit to such member or the immediate family (footnote #10) of such member; engage directly or indirectly in any business transactions or private arrangement for profit which accrues from or is based upon his or her official position or authority on the Board; participate in the negotiation of or decision to award contracts or grants, the settlement of any claims or charges in any contracts or grants, the certification of any eligible providers or the establishment of any designation of local workforce investment areas or the establishment of any One-Stop delivery systems, with or for any entity in which he or she as a financial or personal interest.

Misuse of Board Facilities and Equipment. No member of the Board shall use any Board equipment, supplies, or properties for his or her own private gain or for other than official designated purposes.

Duties of Board Members. It shall be the duty of all Board members to:

- 1) Recuse themselves from their official Board duties if there is a conflict of interest.
- 2) Advise the Board of any potential conflicts of interest
- 3) Ask the Board for an opinion if they have any doubts that a specific situation involves a conflict of interest.

TRAINING	TOPIC	FREQUENCY	DATE
New Board Member Orientation. A binder of materials provided and tour of One-Stop Job Center	WIA & Role as KWIB member	Annual	November 2005

TRAINING	TOPIC	FREQUENCY	DATE
Demand-Driven Services (for Board, Youth Council and Staff)	Greater emphasis on Business Services & Implementation	Introduced May, 2005 Continued at bi-monthly meetings	On-going review and discussion
Komo Kaulike (Board and Staff)	Assistive Technology	Annual Update	June 2005
Labor Market Trends/Wages, Hiring disadvantaged, etc. (Board, Youth Council, and Staff)	Update on what is happening in each board members business; current job listings with One-Stop provided;	All Board Meeting	Held bi-monthly
Labor Market Trends/Wages, Hiring disadvantaged, etc. (continued)	articles of interest related to labor market, hiring, culture, etc.	All Board Meeting	Held bi-monthly
Industry Tour	Healthcare	Annual Update	February 2006
Case Management, Assessment, Job Development, Follow-up (WorkWise! Staff)	Case Management, Assessment, Job Development, Follow-up	On-going	On-going
Additional topics for 2006 to be determined			January 2006

5. Please describe the LWIB's mechanism and plans for providing its staff with the support (training, equipment, etc.) they need to fulfill the LWIB's expectations? This response should cover staff of the LWIB, One-Stop Center and Youth programs.

Administrative funds and statewide funds for capacity building are limited to send staff to training off island, however, investment in our staff and board members is realized as essential to the successful implementation of our strategic plans. We view training and

career development as necessary tools to improve staff capacity, productivity and to provide quality and timely services to our job seeker and employer customers.

The One-Stop service delivery system employs staff who recognize and understand the needs of individuals from various population groups. Cross training and cross information between partner staff insures all system staff members are sensitive to needs of the job seeker and employers.

We anticipated with enhanced program coordination it will promote improvement in the ability of staff to consult with each other and better tailor services to meet the needs of the customers.

Flexibility will also be required as to how core and intensive services are made available and provided at the One-Stop Center, with greater reliance on technology and cross-training of staff.

Additional methods to provide support:

- Enhanced and coordinated employer services related to out-reach, case management and job development. Designated staff is being trained in the role of “Business Service Representatives” (BSR). BSRs help determine business workforce demands and ascertain the hiring, training and retention needs of area employers and communicate findings/information to the One-Stop partners in effort to facilitate resolution;
- Training in the areas of assessment, case management, job development and placement and follow-up services planned for 2006;
- Emphasis on demand-drive system and improved cost and resource sharing between the partners and the service. In August of 2005, the WIA Administrator met individually with each One-Stop partner to discuss their role and contributions to the delivery of services in the demand-driven model recently implemented;
- Electronic connectivity between partners to effectively close the communication and coordination gap is in progress. Through the WorkWise! website a “Forum” is being established whereby partners will obtain updates, job listings, partner agency news and share other pertinent information;
- Tools to aid staff have been and will continue to be developed: Local labor market and information, wages information; service directory of community organizations;
- Quarterly partner agency “spotlight” in which the designated partner updates staff on their service, programs and populations served;
- Information shared at monthly Consortium meetings, such as “Best Practices” presentation sponsored by WDC in February, 2005.

6. Please describe the LWIB's plan for supplementing WIA funding and/or adjusting its operations to the availability of funding?

In June 2005, Kaua'i County Council approved supplementing the WIA Administrators salary for program year 2005. Also, the County of Kaua'i became the One-Stop operator in effort to reduce costs and eliminate WDD staff reductions.

Additional efforts include:

- Staff adjustments in work assignments and reorganization of processes;
- Increased reliance on partners to assist and provide cross duties which will enhance efficiency;
- Continued application for Grants, such as Prisoner-Reentry, Youth Build, TANF and the Reed Act proposal to be submitted during the Legislative 2006 session.
- The Rural Development program is paying tuition for the majority of participants enrolled in training;
- TANF funding is supplementing WIA funds to provide a combined in-school program for TANF and WIA eligible youth;
- Collaborating with local community agencies, sharing resources and reducing duplication

7. What waivers from WIA requirements would facilitate LWIB operations?

In effort to provide flexibility and enhance ability to improve our workforce investment system, the use of waivers will address impediments to the implementation of our strategic plan, including continuous improvements strategy. The KWIB has informed the Workforce Development Council of their interest to obtain the following waivers:

- **Eligible Training Provider subsequent eligibility requirement AND tracking requirements** (an extension of what the state currently has, but no "number limit" – i.e. if less than 5 WIA enrolled in the class)
- **Transfer of funds between DW and Adult** – Allow LWIBs greater than 20 percent authority to transfer funds between Adult and Dislocated Worker funds to meet local factors in regional economics.
- **Customized training** -- Allow LWIBs to enter into customized training with local business without requiring a 50 percent employer match but rather establish a sliding scale from 10 percent to 50 percent employer match based on factors such as the number of employees trained, company size, etc.)

IV. ONE-STOP DELIVERY SYSTEM AND SERVICES

- 1. Identify the One-Stop operator(s) for the county's One-Stop System. Identify whether this designation was a result of competitive selection or an agreement between the LWIB and a Consortium of at least three or more of the mandatory One-Stop partners. Describe the standards and outcomes used in selecting, evaluating, and retaining the One-Stop operator(s). [Ref: WIA Reg. 661.350(a)(3)]***

The One-Stop operator is the entity that performs the role of coordinating service providers within the One-Stop Center.

The One-Stop Operator may be selected in the following manner:

- a) The Local Board, with the agreement of the chief elected official, must designate the One-Stop operators in each local area
- b) The One-Stop operator is designated:
 - Through a competitive process
 - Under an agreement between the Local Board and a consortium of entities that includes at least three or more of the required One-Stop partners identified at Sec. 662.220 or
 - Under the conditions described in Section 662.420 or 662.430.(WIA sec 121 (d), 121(3), and 117(f)(2)
 - The designation of the One-Stop operator must be carried out in accordance with the “Sunshine Provision” at 20 CFR 661.307

At the May 20, 2005 KWIB meeting, the Board voted and approved the County of Kauaʻi to be the designated local One-Stop Operator for program year 2005 and 2006. The Mayor of Kauaʻi and the required partners also approved this designation for the same time period, as did the Regional Administrator, of the Employment and Training Administration, US Department of Labor.

State and Federal guidelines were used to select the County of Kauaʻi as the One-Stop operator, which required the operator be one of the following:

- a) A postsecondary educational institutions;
- b) An employment service agency established under the Wagner-Peyser Act on behalf of the local office of the agency;
- c) A private, nonprofit organization (including a community-based organization);
- d) A private for-profit entity;
- e) A government agency; or
- f) Another interested organization or entity.

The One-Stop operator may be a single entity or a consortium of entities and may operate one or more One-Stop centers. In addition, there may be more than one One-Stop operator in a local area. The agreement between the Local Board and the One-Stop operator specifies the operator's role; this role may range between simply coordinating service providers within the center, to being the primary provider of services within the center, to coordinating activities throughout the One-stop system (WIA sec. 121(d).

The KWIB made its selection of the operator with the strongest qualifications in the following area:

- Documented sound fiscal procedures, integrity, and accountability;
- Effective management structure (including an organization chart);
- Plan for partner coordination;
- Infrastructure that provides sufficient space for partners and enables partners to interact electronically;
- Demonstrated understanding of and commitment to the One-Stop Job Center strategy of seamless services;
- Has a track record of achieving desired outcomes in the past.

2. Describe the current and planned One-Stop infrastructure [Ref. WIA Reg. 661.350(a)(3)] Please include information and date of the most recent assessment of the current system's adequacy and cost justification.

In the role of the One-Stop Operator the County will oversee the coordination of services within the center and satellite office. The Operator, in conjunction with KWIB, will also assist to coordinate activities throughout the One-Stop system.

Infrastructure developments critical to operations:

- Commitment and trust among all system partner
- Effective communication throughout the system
- Shared information system and information gathering mechanisms – such as a common referral/intake form
- Shared financial management, as deemed practical and feasible
- Mutually developed standard of quality performance
- On-going assessment and adjustment

The Kaua'i One-Stop Job Center – WorkWise! is designed to meet the needs of our employers and job seekers through customer-oriented services and programs. Consistent with WIA principles, this implies efficiency (streamlined services), accessibility (universal access and empowered individuals), flexibility, and accountability.

Infrastructure

Given the location of the center, WDD is primarily responsible for facilitating delivery of required center services through coordinating the efforts of and fostering effective communication among all one-stop partners

Our One-Stop Center consists of DLIR WDD staff with partner agencies providing periodic services in the center. All required core services which are consistent with a given partner's federal regulations and memorandum of understanding with the WIB will be made available at the partner's existing location.

Geographic relationships between one-stop partners have and will primarily remain unchanged. The One-Stop Center is currently housed at the office of the WDD - Kaua'i Office, however is scheduled to relocate to the County complex in spring of 2006, joining county agencies such as the Office of Economic Development, Office of Community Assistance which administers the Senior Community Services Employment program, and housing and transportation. This move is anticipated to improve the integration of service delivery for workforce development and other related services.

Organizational Structure

Overall, the Consortium is responsible for ensuring that core and/or intensive services are appropriately available at all agency sites consistent with the terms and conditions specified in each agencies federal guidelines and MOU with the WIB. The Consortium will therefore also be responsible for ensuring that core and intensive services are available at the One-Stop Center and that effective communication occurs between agencies' sites and the One- Stop Center.

The Workforce Development Division, as program operator for the adult and dislocated worker populations and home to the One-Stop Center, will be the agency primarily responsible for the following services.

- Coordination of services and facilitation of communication among One-Stop Operators/Partnering Agencies;
- Operate a "no-wrong-door" value through inter-agency commitment to reduce duplication of resource expenditures;
- Focus on quality service delivery and participant outcomes;
- Commit to inter-organizational collaboration to enhance efficiency, improve accountability, etc.;
- Support the efforts of the program operator with respect to WIA funding and participant tracking; to gathering and compiling information appropriate to the overall workforce development system;

3. ***Describe how LWIB expectations of the One-Stop Operator is conveyed and evaluated, implementation of demand-driven concepts, incorporating non-traditional resources, integration with counselors at affiliated agencies, outreach to underrepresented groups(which includes individuals with disabilities; individuals receiving Temporary Assistance for Needy Families, immigrants, out-of-school, older workers and retirees, and individuals with substance abuse, and ex-offenders backgrounds, and outreach to incumbent workers.)***

During each of the KWIB bi-monthly meetings, a progress report is provided by the One-Stop operator, as well as the providers of the Adult and Dislocated Worker programs and the Youth Services. In addition, an update is provided on funding opportunities and grant award status.

Board members are encouraged to ask questions, seek clarification and provide candid feedback on all agenda items.

Monthly Consortium meetings are also held to review and evaluate the One-Stop operations and the progress gained and next steps to be taken on the provision of a demand-driven model of service. Input and suggestions are also encouraged to facilitate discussion and determine needed adjustments and alignment.

Staff serving the role of Business Service Representatives meet bi-weekly to review employer services, share job leads and attempt to match job seekers to current and anticipated job openings.

In effort to expand out-reach services to both job seekers and employers, advertising has been expanded to include announcements in the Chamber of Commerce newsletter, radio ads, classified help wanted ads, flyer distribution and word-of-mouth.

4. ***Describe how the workforce development needs described in response to Section II of these instructions will be met. [Ref: WIA Reg. 661.350(a)(1)]***

In keeping abreast of the local labor market, several steps have been taking to address current and projected workforce needs. Such as:

- Employer forums and industry surveys
- Increased number of training programs offered by Kaua'i Community College to develop skills and knowledge which it "transferable" to many local industries. The training programs added:
 - *Facilities Maintenance, Commercial Driver's License (type A & B), Security Training, Customer Service, Office and Computer Training, Human Resource Fundamentals, Project Management, Hazwoper, Certified Landscape Technician*

- Increased apprenticeships, on-the-job training, work experience, internships being offered in healthcare, education, business and construction industries;
- The “*Learn-to-Work*” training model has been initiated which provided a three-prong approach to learning rolled into one program to include: Work-readiness/ethics training, classroom and hands-on training; and on-site work experience.
- *Enhancing Employee Effectiveness* is offered by Kauaʻi Community School for Adults providing educational opportunities for business. Classes at no charge are available for basic skills (reading, writing, speaking, math), English as a Second Language, high school diploma and citizenship. Tailored classes are also available for “specific” needs of an employer and may be held at the worksite, before, during or after work hours for a nominal charge.
- *Improved case management and follow-up services*

5. Describe how innovative, demand driven business services will be incorporated at the One Stop Job Center. How will you learn business needs and attract increased job postings? How can WDC help?

The Kauaʻi One-Stop Job Center “WorkWise!” attempts to meet the needs of our employers and job seekers through customer-oriented services and programs which are “demand-driven”. Consistent with WIA Principles, this implies efficiency through streamlined services, accessibility with universal access and empowered individuals, and greater flexibility, and improved accountability.

The WDC has been helpful in providing direction for KWIB sharing innovative methods to improve services to employers and businesses as was presented at the *Best Practices* workshop arranged by the WDC in February, 2005 and via a Webinar presentation www.workforce3one.com. Kauai’s One-Stop Center has implemented some of these methods to improve business services, such as creation of “Business Service Representatives”. This addition fulfills an important role is the provision of employers services, as they listen, learn and assess employer needs and communicate the information to the One-Stop partners to facilitate resolution.

Duties and responsibilities as a Business Service Representatives:

- Have a thorough understanding of the One-Stop center and partner agency services
- Contact employers via a combination of personal visits, telephone calls and email to explain, promote and facilitate employer’s use of services and resources provided through the One-Stop Center, partner agencies and other local resources

- Review potential contact leads by monitoring business publications, newspaper classified ads, and word-of-mouth referrals
- Provide information on hiring incentives, such as On-the-Job training, targeted tax credits, federal bonding, DHS work programs and others
- Assist employers in identifying and resolving their workforce recruitment, selection, training and other human resource needs
- Present at various organizations and clubs, such as Rotary, and attend functions such as the Chamber of Commerce Business After Hours, to market the One-Stop Center and partner agency services
- Communicate daily and attend bi-weekly meetings to review job openings, business updates and relevant information to other Business Service Representatives, own agency staff, and partner staff.
- Refer to the appropriate agencies requests for job orders posting, On-the-Job training, apprenticeships and work experiences, onsite and in-house job fairs
- Communicate information from employers to partner agency case managers to ensure “job fit” and maximize retention

KWIB plans to continue to introduce additional services, conducting on-going assessment and making adjustments as deemed appropriate and necessary given the labor market and staffing/funding limitations. WIA funded and partners will concentrate on providing the intensive and training services; sharing in job development, employer relations and marketing. The Wagner-Peyser funded staff will continue to provide the majority of the basic labor exchange services such as:

1. the listing/maintenance of job orders
2. employer outreach
3. registration and referral of job seekers to appropriate jobs,
4. dissemination of labor market information
5. initial assessment of skills
6. individual and group employment counseling, and
7. provision of job search techniques

In addition to feedback from our KWIB members, business and industry forums will be sponsored to create strategies for developing and implementing an effective One-Stop delivery system which is consistent with current and projected local workforce needs.

6. Describe how the One-Stop system will ensure universal access to the mandatory core services [Ref. WIA Section 134(d)(2)].

An important strategy that ensures universal access for all adults and dislocated workers to required core services through the local one-stop system has been to make core services, such as Wagner-Peyser services, increasingly available through self-access. Kaua'i is also improving universal access by its state-of-the-art assistive technology work station and devices to assist customers with a disability. Promotion and awareness will

continue as we further develop a demand-driven system by ensuring that all residents have access to One-Stop, core services, and are placed in jobs in industries vital to our economy.

Any individual will have access to the One-Stop system and to core employment-related services, information about job vacancies, career options, student financial aide, relevant employment trends, instruction on how to write a resume or interview with an employer.

Core Services

For the purposes of WIA, “core” services generally refer to those types of employment services applicable to any individual interested in employment assistance and services. It is presumed that for many employers seeking qualified applicants and many individuals seeking employment, a basic or “core” set of services, information, and other resources will be adequate to assist them with achieving their goals. In addition, many of these services can be made available with minimal staff support when provided in a manner which is inviting, accessible, and easy-to-use.

Core services referred to herein can be basically described as either “self-help” or “staff-assisted.” Self-help services refer primarily to resources and information which job seekers and employers are able to use without the need for any assistance. More specifically, the following types of self-help information will be available for all individuals interested in the services of the one-stop system.

- Employment statistics information including, for example, a listing of job vacancies on Kauaʻi and the types of skills required for the jobs or information about occupations in demand on Kauaʻi and projected salary/wage levels for these occupations;
- Information about the performance of Kauaʻi’s workforce development system;
- Information about the performance and costs of eligible training providers in the State;
- Information about the types and availability of various services and resources available not only within the workforce development system including all one-stop partners) but also about the types and availability of support services such as child care and transportation.

Additional services and information which can reasonably be expected to require at least a moderate level of personal assistance will also be available through the one-stop system. For some individuals, perhaps because of prior experience using particular types of equipment or information, these services will be easy-to-understand and easy-to-use. For others, however, many of these services will require staff of the WDS to assist them. Among these “staff-assisted” types of services, the following will be available.

- Determinations of whether individuals are eligible to receive additional services paid for by WIA funds and assistance with determinations of eligibility for other types of financial aid (e.g., First-to-Work, SEE program);
- Outreach, intake, and orientation to other services available through the One-Stop delivery system;
- Initial assessment of individual skill levels, aptitudes, abilities, and supportive service needs.
- Job search and placement assistance, and where appropriate career counseling;
- Provision of employment statistics information, including the provision of accurate information relating to local, regional and national labor market areas, including:
 - a. job vacancy listings;
 - b. information on job skills necessary to obtain those jobs;
 - c. information relating to local occupations in demand and the earnings and skill requirements for such occupations
- Provision of performance information and program costs on eligible providers of training services
- Provision of performance information regarding how the local area is performing on the performance measures and any additional performance information with respect to the One-Stop delivery system in our local area.
- Provision of accurate information related to the availability of support services, including child care and transportation, available in our local area, and referral to such services, as appropriate;
- Provision of information regarding filing claims for unemployment compensation
- Assistance in establishing eligibility for
 - a) welfare-to-work activities
 - b) programs of financial aid assistance for training and education programs that are not funded under this Act and are available in the local area and;
 - c) follow-up services, including counseling regarding the workplace, for participants in workforce investment activities authorized under this Act who are placed in unsubsidized employment, as appropriate

In all cases, once an individual requires a determination of eligibility for services beyond self-help and minimal staff-support, the amount of information gathered by all partner agencies will be limited primarily to that information necessary for determining eligibility for the partner's respective program(s). If it is determined that the particular individual does not qualify for the partner's respective program, through cross-training of intake counselors within the system, preliminary assessment of eligibility for other partners' programs will immediately be made. Information about relevant programs, along with adequate explanation about the programs will be offered to the individual to stimulate informed choice in being referred to another agency and understanding about the reasons for the referral.

Many core services are available at partners' agency locations. Those services which require some staff assistance will be provided by each partner at a level that is (a) within the guidelines of its federal funding, (b) required by its respective MOU with the WIB, and (c) reasonably provided within the constraints of its staffs' qualifications, expertise, and experience.

7. Describe the intensive services that will be provided through the One-Stop system, including the service delivery model [ref. WIA Section 134(d)(3)]

The demand-driven service model is employed, with a "Customer Service Representative" stationed at the entrance of the One-Stop Center to assist, assess needs, provide information and "triage" to the appropriate services based upon the individual.

Intensive services are provided to adults and dislocated workers who:

- are unemployed and are unable to obtain employment through one-stop core services,
- who have been determined by a One-Stop operator to be in need of more intensive services in order to obtain employment; or
- who are employed , but who are determined by a One-Stop operator to been need of such intensive services in order to obtain or retain employment that allows for self-sufficiency

Delivery of Services. Services may include:

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include:
- Diagnostic testing and use of other assessment tools; and
- In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
- Development of an individual employment plan, to identify the employment goals, appropriate combination of services for the participant to achieve the employment goals
- Group counseling,
- Individual counseling and career planning
- Case management for participants seeking training services
- Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, to prepare individuals for unsubsidized employment or training.

8. Describe policies, if any, to restrict training funds for users the LWIB has identified as Local Area priority; e.g. a) direct a certain percentage of training funds to high demand, economically vital, and/or targeted skills and occupations, or b) give priority to training for jobs that pay at least a self-sufficiency wage.

Training services are directly linked to occupations that are in demand in our local area, or in another area, to which an adult of dislocated worker receiving such services is willing to relocate. In addition to these types of training most commonly associated with classroom-based instruction, other training opportunities may be appropriate to and required by WIA participants. For example, on-the-job training, programs which combine workplace training with classroom-based instruction (e.g., cooperative education), and customized training specific to industries or groups or employers may also be relevant to the needs of individual WIA participants or to Kauai's workforce development system as a whole.

No specific policy restricts training fund uses, however all training program available through eligible training providers have been approved by the State and Local WIB and are considered economically vital and provide transferable skills which could be utilized in a variety of high demand positions and industries within our local area. As a result of WIA funding reductions, training costs have been supplemented by Rural Development funds.

Following the WIA Bulletin No. 04-05 (SN 82) the 2005 Lower Living Standard Income level (LLSIS) Guidelines applies:

- Employment that pays at least 200% of the lower living standard income level(LLSIL), or
- The layoff wage, whichever is higher.
- The 225% of LLSIL Guidelines are to be used in determining an employed individual's level of self-sufficiency as required under WIA Section 663-230.

* Note: www.sixstrategies.org presents self-sufficiency wages based on size of the family and where the family lives.

9. Describe the training services that will be provided through the One-Stop system, including the LWIB's

Training services may be made available to employed and unemployed adults and dislocated workers who:

- have met the eligibility requirements for intensive services, and have received at least one intensive service under Sec. 663.240 and have been determined to be unable to obtain or retain employment through such services;
- following an interview, evaluation, and/or assessment, and case management, have been determined by the provider, to be in need of training services and to have the skills and qualifications to successfully complete the selected training program;

- select a program of training services that is directly linked to the employment opportunities either in the local area or in another area to which the individual is willing to relocate;
- are unable to obtain grant assistance from other sources to pay the costs of such training, including such sources as State-funded training funds, welfare-to-work, Trade Adjustment Assistance and Federal Pell grants or required WIA assistance in addition to other sources of grant assistance; and
- for individuals whose services are provided through the adult funding stream, are determined eligible in accordance with the State and local priority system in effect for adults under WIA.

Training services may include:

- Occupational skills training, including training for nontraditional employment;
- On-the-job training;
- Programs that combine workplace training and related instruction, which may include cooperative education programs,
- Training programs operated by the private sector:
- Skills upgrading and retraining;
- Entrepreneurial training in readiness training
- Adult education and literacy activities provided in combination with services;
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

The Local WIB does not provide training, although individual members may provide training through their businesses as a community service (e.g. financial literacy)

a) Policies and procedures to contract with employers for on-the-job training (“OJT”) and customized training.

On-the-job training is provided by an employer while the participant engages in productive work in a job that:

- provides knowledge and skills essential to the full and adequate performance of the job;
- provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extra ordinary costs of providing the training and additional supervision related to the training and,
- is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant and the service strategy of the participants.

An on-the-job contract must comply with the requirements of WIA and include:

- the occupations for which training is to be provided;

- the duration of training;
- the wage rate to be paid to the trainee;
- the rate of reimbursement;
- the maximum amount of reimbursement;
- a training outline that reflects the work skills required for the position;
- an outline of any other classroom training

Customized training is:

- designed to meet the special requirements of an employer, including a group of employers, and: must be a business in targeted industries providing demand occupations
- is conducted with a commitment by the employer to employ an individual on successful completion of the training; and
- for which the employer pays for not less than 50 percent of the cost of the training;

Customized training is indicated when:

- an employer or a group of employers determine a need for employees with specialized skills or training that is not readily available through the Eligible Training Provider list or other local training providers.

10. Describe the local Training Account (“ITA”) system, including:

- Any limits on the dollar amount, duration, number and scope of ITAs for individuals,*
- ITA procedures, if any, to cover costs of the following items provided by approved training providers: Tuition and fees for training; textbooks, supplies, uniforms, and necessary training materials; testing fees for certification, and licensing examinations.*
- Procedures for how ITA expenditures will be controlled and tracked*
- Procedures for how a customer will be able to complete training planned if the applicable training program is removed from the list of eligible training providers before that customer completes training.*

Adults and dislocated workers who have been determined to need training may access training with an Individual Training Account (ITA) which enables them to choose among available training providers.

WIA requires allocation of Individual Training Accounts (ITAs) to those participants for whom training has been determined as a needed activity. With an ITA, each WIA participant may select from among the training service providers determined to be eligible to cover costs such as tuition and fees, textbooks and supplies, and other training costs. Based on individual needs for training services, each WIA participant will be provided with an ITA which allows them to enroll in training services and have all or some of the costs of this training debited to their ITA.

WIA requires that ITAs only be issued to eligible individuals who are unable to obtain other grant assistance for such services through the Federal Pell Grant Program or any other grant assistance (section 134 (d) (4) (B)). On-the-Job training and customized training are exceptions; and for dislocated workers there may be the possibility of North American Free Trade Agreement (NAFTA) or Trade Act Adjustment (TAA) funding.

WDD, as operator of the adult and dislocated worker programs, will be responsible for managing and administering all ITA-related payments. A letter accompanying the ITA will authorize an eligible training provider to register specific participants, request confirmation of registration, request invoice be sent to the ITA issuer, and request immediate notification to issuer should trainee withdraw from training. Upon receipt of

the invoice and confirmation of registration, WDD will facilitate the disbursement of payment to the training provider through collaboration with the State DLIR.

WDD will also be responsible for controlling and tracking ITA expenditures including, but not limited to, ensuring the following.

- Individual participants employ ITA funds only in accordance with established IEPs.
- ITA funds are used to compensate training providers only for tuition and fees and that tuition and fees assessed WIA participants are consistent with tuition and fees assessed other, non-WIA participants.
- Participants are actively engaged in the training services paid for by WIA funds (e.g., participants attend all or most class sessions) and written agreement between the participant and WDD for misuse of WIA funds and reimbursement by the participant or other entity exists for each ITA.
- Preparing and presenting monthly, quarterly, and/or annual reports to the WIB describing the use and impact of WIA funds used for training services.
- Training providers prepare and transmit adequate information to WDD to allow for WDD's preparation of required reports and documentation for the WIB.

Policy:

- ITAs will be capped/limited to \$5,000 over a 2-year (24 months) period. Under special circumstances, on a case-by-case basis and with proper justification, a case manager could request a waiver from the KWIB to exceed the \$5,000 limit;
- Maximum training time will be 2 years (if funding available to cover this duration)
- ITAs and OJTs may be combined as long as the total stays under the \$5,000 cap. Under special circumstances, on a case-by-case basis and with proper justification, a case manager may request a waiver from the KWIB to exceed the \$5,000;
- This ITA policy will apply to both adult and dislocated worker programs.

ITA Procedures:

- Case manager conducts transferable skills analysis and in-depth assessment.
- Case manager and customer determine the best training options.
- Case manager and customer explore all funding possibilities (Pell, DOE Community School for Adults)
- Case manager verifies that the customer has the skills and a qualification to successfully participate in the selected program, i.e., verifies that the customer meets the Training Provider's requirements (reading level, math, etc.).
- Case manager completes the ITA Worksheet (attached).
- Case manager verifies with the supervisor that there is WIA funding available and that the customer is eligible and is next in line on the priority of service list. ITA is approved by the supervisor.
- ITA is recorded on a State DLIR Requisition for Supplies and Equipment form under Cost Center 20101 and submitted to Administrative Services Office. ITA is recorded by the One-Stop for accounting purposes.
- Customer is registered with training provider. ETP sets up the appropriate record for billing and reporting.
- ETP provides case manager with completed time and attendance records, grades and report of completion of course, and copies of any certificate earned.
- Case manager forwards written authorization to pay ETP invoice to supervisor who forwards it to DLIR fiscal to be paid

* Note: If a WIA participant is enrolled in and successfully completing a training program offered by an eligible training provider, the participant will be permitted to complete the training program in the event the applicable training program is removed from the list of eligible training providers prior to completion of the program.

11. Identify all partners of the One-Stop system.

The required partners are entities that carry out the workforce development programs.

The partners of the Kaua'i One-Stop system are:

- Alu Like, Incorporated
- Agency on Elderly Affairs, County of Kaua'i
- Department of Human Services, Benefit, Employment & Support Services
- Department of Human Services, Vocational Rehabilitation & Services for the Blind
- Department of Labor & Industrial Relations, Unemployment Division
- Department of Labor & Industrial Relations, Workforce Development Division

- Kauaʻi Community College
- Kauaʻi Community School for Adults, Department of Education
- Kauaʻi Economic Opportunity, Incorporated

12. *The Memorandum of Understanding (“MOU”) as described in WIA Section 121 between the LWIB and each of the One-Stop partners. [Red: WIA Reg. 661.350(a)(3)(ii)] must delineate:*

- a. the role of each partner(services, implementation, responsibilities)*
 - b. how services will be funded*
 - c. how individuals will be referred between services*
 - d. how operating costs of the One-Stop Job Center will be funded,*
 - e. how confidentiality will be protected,*
 - f. coordinated employer services and job development, with a single repository of job orders and applications,*
 - g. procedures for compliance with the Americans with Disabilities Act (“ADA”),*
 - h. other strategies intended to increase the efficiency of the One-Stop Job Center.*
- At minimum discuss:*

- *how duplicative services can be reached*
- *current and planned electronic connectivity*
- *development of and resource support for innovative strategies,*
- *identification of training for skills identified by business partners*

A Memorandum of Understanding describes the relationship between and responsibilities of each One-Stop partner and the WIB with respect to Kauaʻi’s workforce development system (WDS). It is the mutual understanding about and commitment to these relationships, roles, and responsibilities that form the foundation for success of the One-Stop system. On an annual basis, the WIB, in conjunction with each one-stop partner, will revisit the substance of respective MOU to ensure that responsibilities and relationships are appropriate to the needs of the WDS, WIB, and partners on an on-going basis. * Attachment #3 MOU

13. *Describe the LWIB’s coordination with entities if they are not partners in the county’s One-Stop system*

In addition to the required one-stop partners and the services and resources they lend to Kauaʻi’s workforce development system, the WIB recognizes the need for and value in other Kauaʻi organizations both directly and indirectly involved in the education and training of a qualified labor force for Kauaʻi. Referrals are made to and from community agencies for assistance with supportive services. A list of resources, such as child care providers -- their location and cost information, are provided to those in need, as well as transportation information, with options for travel allowance and/or a bus pass to promote participation in the program and training, attending job interviews, and meetings with the WIA case manager. Included among these organizations:

- Child Care Providers
- Child Protection Agency
- Corrections
- Faith-based and Community-based organizations
- Foster care
- Judiciary
- Private sector
- Rural Development Project and Rural Job Training Project
- TANF (Temporary Assistance for Needy Families)
- U.S. Department of Defense
- Transportation
- Youth Opportunity Grants

Kaua'i's WDD has written guidelines specifying the coverage and procedures for receipt of supportive service funded by WIA. Reimbursements are limited to transportation and meal allowance, protective equipment and tools.

Private Sector Partners. Active participation by private industry is essential as Kaua'i's workforce development system becomes more sophisticated and developed. The commitment of these organizations to labor force development (e.g., through providing opportunities for on-the-job training) cannot be over-emphasized in terms of assuring that quality training is continually delivered and that the labor force is adequately prepared before entering and during service in Kaua'i's labor market. To foster participation of Kaua'i's private sector, the WIB will annually conduct focus groups across the island to promote understanding about the workforce development system and WIA.

Human-Services Related Partners. The Child Protection Agency, Corrections Unit, and State and County Judiciaries, in addition to other public sector agencies provide services to individuals who would be complementary and/or supportive of workforce development services. Historically, Kaua'i's One-Stop partners and other social service agencies have shared information and resources to serve the complex and systemic needs of individuals.

Recent examples include the collaboration on a Prisoner-Reentry grant and the County of Kaua'i Drug Responses Plan.

14. Describe how the particular workforce development needs of the following groups (below) will be met, ensuring accessibility, nondiscrimination and equal opportunity, and consistency of service across the county: [Ref: WIA Reg. 661.350(a)(1)]

In our One-Stop environment, members of special populations such as dislocated workers, persons with disabilities, migrant and seasonal farm workers, women, etc. have access to all of the core, intensive and training services provided by the One-Stop partners.

- a. *Dislocated workers*
- b. *Displaced homemakers*
- c. *Low-income individuals*
- d. *immigrants and seasonal farm workers*
- e. *Public assistance recipients*
- f. *Women*
- g. *Minorities*
- h. *Individuals training for non-traditional employment*
- i. *Veterans*
- j. *Individuals with multiple barriers to employment (including older individuals, people with limited English-speaking ability, people with disabilities)*

Dislocated Workers: Generally, these individuals have been in a particular job for years and are unfamiliar with the current labor market, the skills required for other jobs, and job search skills. They are motivated to return to work quickly and often shy away from any long-term training.

Core and job-specific training would be primary needs. These job seekers would require labor market information on available jobs, the skills required to work in them, and job search skills. Short and intensive occupational skills training would prepare them for their new job.

Displaced homemakers: These individuals have usually been out of the workplace and are unfamiliar with the current workplace environment and its requirements. Often they are back in the job market not by choice but for economic reasons, are unsure of what to expect and what is expected of them.

After receiving core services, emphasis would be placed on building a solid foundation of job skills by providing intensive type services as well as occupational training.

Low-income individuals; migrant and seasonal farm workers (MSFW): These individuals usually have little knowledge of the labor market, how it functions, and where they can get help. This may be because a majority of them are immigrants who have little knowledge of the American labor market.

Outreach service would need to be provided to bring these individuals into the one-stop system. Language barriers may need to be overcome to provide the full array of services. MSFW will comply with federal requirements under the Wagner-Peyser Act which states that counseling, testing, and referral to jobs and training opportunities shall be provided on a basis that is qualitatively and quantitatively proportionate to services afforded non-MSFW individuals. In most cases, however, we have observed many of these seasonal farm workers prefer to return to their respective companies for the next season.

Public Assistance Recipients: Department of Human Services (DHS) is also a One-Stop partner in the system and collaborative case management between DHS and the One-Stop

Center staff and partners will be used in providing intensive and training services to welfare recipients.

In addition to the services available under the WIA, the One-Stop Center will be able to provide job placement and training services to TANF recipients under the federally funded First-to-Work Program.

Women: This target group is usually in need of intensive services, occupational skills training, and a wide range of support services such as childcare, transportation, and for some domestic violence counseling. Current employment and training programs advocate non-traditional employment for women.

Minorities: May need intensive services, occupational skills training, and a wide range of support services.

Non-Traditional Employment: One-Stop partners such as WDD and Kaua'i Community College are members of the State's Non-Traditional Employment Taskforce (NET). NET is an organization comprised of public and private employers, education and training agencies, and community-based organizations that was formed to encourage the training and employment of persons, particularly women, in non-traditional occupations. Information on non-traditional employment will be available at the One-Stop Centers and will be provided as part of career counseling.

Veterans: In August of 2005, WIA Bulletin No. 07-05 (SN85) was disseminated by the State DLIR to inform local areas of the veterans' priority provisions of the Jobs for Veterans Act. (Stated below) Additional changes in priority of service may be forthcoming to assist veterans returning from the war.

Some veterans suffer from chronic disorders that affect their employability. Veteran staffs in the One-Stop system have the expertise and the resources to provide direct training and employment services as well as case management services as they participate in employment preparation workshops. Those requiring intensive services, or specifically request, will be assisted by dedicated Local Veterans Employment Representatives or by Disabled Veterans Outreach staff as appropriate.

In addition to labor exchange services and services available through the WIA Adult and Dislocated Worker Programs, training and job placement services will be provided through grants from USDOL/VETS when available.

Individuals with Multiple Barriers to Employment: Needs for these target populations usually center on their unfamiliarity of the current labor market, specific job requirements, and with the English language. Translation and interpretation services will be available to assist individuals with limit English-speaking ability, with bilingual staff

stationed at the One-Stop centers as appropriate. Assistive technology options, such as screen readers to access job bank information, TDD for deaf and hearing impaired, are be

made available. Intensive and training services may be provided through coordination with organizations that specialize in serving this target population such as DVR and Disabilities.

Older and Mature Workers: The Kauaʻi WIB also recognizes that with the increased life expectancy factor, the workforce of Kauaʻi is maturing. A focus of Board efforts will be to identify the specific needs of these older and mature workers and investigate strategies to service this specific subpopulation.

15. Describe the process for providing priority to public assistance and low income individuals for intensive and training services when adult program funds are limited. [Ref: WIA Reg.661.350(a)(11)]. What priority is given to veterans? What priority, if any, is given to underrepresented groups? What priority, if any, is given to employed people who earn below the self-sufficiency level?

WIA states that in the event that funds allocated to the local area for employment and training activities are limited, priority for intensive and training services funded under Title I adult funds must be given to recipients of public assistance and other low-income individuals in the local area. Since funding is limited, criteria have been established to determine the availability of funds and the process by which priority is applied. This criterion includes the availability of other funds for providing employment and training-related services in the local area and the needs of the specific groups within the local.

In August of 2005, WIA Bulletin No. 07-05 (SN85) was disseminated by the State DLIR to inform local areas of the veterans' priority provisions of the Jobs for Veterans Act.

This policy states:

The veteran's priority is a statutory mandate, but is not intended to displace the core function of the program. For all WIA programs, veterans must meet the programs eligibility requirements to obtain priority services. For programs with "existing" statutory targeting provisions, the veterans' priority must be applied by assessing a person's status in light of both requirements.

Veterans' priority would be applied as follows:

- Persons who meet both the veterans' priority and the mandatory targeting provisions have the highest priority for participation;
- Non-veterans who meet the mandatory targeting provisions have the next highest priority;
- Veterans who do not meet the mandatory targeting provisions have the third highest priority;

- Persons who are not veterans and who do not meet the mandatory targeting provisions have the lowest priority.

The Kaua'i Workforce Investment Board's Local Area Plan states that when funds are limited the process for applying priority for adult intensive and training services is to first, as WIA requires, try to service the participant with other available funds. When other funding streams are not available to the participant, during the first year, the following criteria may be used:

- Welfare participants
- Participants who meet the Federal Lower Living Standard Income Level (LLSIL)
- Participants who do not meet the above income eligibility but are characterized by one or more of the following subpopulations:
 - Individuals with limited English language proficiency
 - Displaced homemakers
 - School Dropouts
 - Teenage parents
 - Handicapped
 - Older and mature workers
 - Veterans
 - Offenders
 - Alcoholics
 - Addicts
 - Incumbent Workers

A common checklist form readily identifies those participants who qualify under one or more of these priority categories. For participants who do not meet any of the criteria, an attempt will be made to match them with partners or resources outside the formal Workforce Development System for assistance with services (e.g., Pell grant opportunities) or be placed on a waiting list for desired services after all priority participants have been served.

Procedures for Applying the Priority of Service:

- 1) The Kaua'i WIA Adult Program Intake Priority Checklist is used to determine the participant's total score with regard to Primary Characteristics (which are all income-based) and then with regard to Secondary Characteristics (which are barrier based). As required by law, priority will be given to recipients of public assistance and other low-income individuals.
- 2) Obtain required documentation to establish the participant's eligibility.
- 3) Submit participant's name, primary score, secondary score and date that the participant applied for service to the supervisor. The supervisor will compile the priority lists. Those with the highest score for income and other barriers will receive services first. The participants will also be served on a first come first-

served basis. Therefore, if two participants have the same score, the participant who requested intensive or training services first will be served first.

- 4) Inform participants of the policy on priority of service and keep records current. If a participant is no longer interested in being wait-listed for a service, the supervisor is informed so that the participant can be removed from the list.
- 5) Depending on the demand for services, participants with low scores may not receive services, as participants with the highest scores will be served first, regardless of how long they have been on the waiting list.

16. Describe how the LWIB will coordinate local activities with statewide rapid response activities. [Ref: WIA Reg. 661.350(a)(6)].

WDD's Wagner-Peyser staff coordinates the statewide and local rapid response activities for companies scheduled for shutdowns. Upon receiving a written notice from the affected company, local staff initiates contact with the employer to immediately arrange an orientation for staff and management. Through the general oversight of the LWIB, WDD, the Unemployment Insurance Division, and the appropriate One-Stop partners conduct joint orientation and enrollment sessions for affected workers on the employer's site at the earliest convenience. Those eligible and interested in training are referred to the respective One-Stop partners and are immediately eligible for readjustment and/or retraining services

17. Describe the county's strategy for providing reemployment services to UI claimants most like to exhaust benefits

Re-employment services will include, but not be limited to:

- Coordination of labor exchange services
- Profiling (informing of the types of services available to them)
- Administration of work test; which requires registration and search for work in order to fulfill the UI work test requirement
- UI claimants (49463)and provisions of job finding and placement services
- Provision of Wagner-Peyser reemployment services to UI claimants who are with the provision of UI eligibility services as required.

Staff members of the unemployment office meet UI claimants twice a week at the One-Stop Job Center to review their case, job search efforts and introduce to the services and staff available to assist them through the one-stop system.

18. Describe the competitive process that the LWIB uses to award grants and contracts for intensive services that are not provided by the One-Stop Job Centers.

LWIB does not award grants and contracts outside of the one-stop system for intensive services.

V. Youth Services

Please prepare a comprehensive Youth Services Plan, addressing the needs of both youth-in-need and all other youth, covering areas of education, vocation, and support services, the concept of continuous improvement.

Our Local Area plan includes collaboration and coordinated services with other community organizations to provide comprehensive services for our youth. Thorough partnerships, programs and services are enhanced and continuous improvement is gained.

AGENCY	SERVICES
Adult Education	Adult Education provides orientation at the <i>About Face</i> program locations informing participants of services provided by Adult Ed. They also provide basic skills assessment (pre & post testing), and pre-testing for GED and/or Competency Based training for the Out-of-School program. Remediation training, and GED/CB classes are provided at the High Schools in addition to the Adult Education classrooms.
Department of Education	The <i>About Face</i> In-School program is conducted at the High Schools, which allows for sharing classroom space and resources. DOE makes referrals to the In-School and Out-of-School program; and the <i>About Face</i> staff make referrals to Kamehameha Schools and Ka Hale Pono (this is an after school program sponsored by the Kauai Community College, Adult Ed and OHA) which provides a facility with computers & classrooms
Foster Care	Child Protective Services and Hale Opio make referrals to the Out-of-School youth program and receive referrals as well from <i>About Face</i> . Follow-up is provided and referral to other appropriate community agencies is made depending upon individual youth need.
TANF	In-School students participating in the TANF after school programs receive curriculum support, while WIA assists those eligible students with work readiness, life skills and work experience. (co-enrolled) The Out-of-School program refers TANF participants to work with the First-to-Work program and/or One-Stop Job Center and Consortium partner agencies for work experience, job development, placement and follow-up.

AGENCY	SERVICES
Family Courts/OYS; Hale Opi`o, Inc. Teen Court; Drug Court; Circuit Court	Referrals are made to the In-School and Out-of-School programs; reduced sentences in exchange for participation and completion of program (younger and older youth)
Alu Like	<i>About Face</i> In-School and Out-of-School program staff makes referrals to Alu Like for work experience, the summer school program and for training at KCC; Alu Like likewise refers youth to the <i>About Face</i> programs.
Kaua`i Community College	<i>About Face</i> staff refer Out-of-School youth to KCC to attend classes and/or participate in an apprenticeship
Office of Hawaiian Affairs	OHA is a partner in the Ka Hale Pono program (remediation, computer use/skill development) which serves In-School and Out-of-School <i>About Face</i> participants at the Anahola location
Kaua`i Economic Opportunity Inc. & Hale Opi`o, Inc.	Referrals are made to these agencies to assist In-School and Out-of-School youth participants with housing needs and pre-vocational services; KEO supplies food for the summer In-School program;
WorkWise! – Kaua`i's One-Stop Job Center	WorkWise! staff attend the last day of the <i>About Face</i> Out-of-School program to provide an orientation on the One-Stop services, register participants and schedule appointments. Training, supportive services, job development, placement services and follow-up
Rural Development Funds	RDF assists with course tuition for WIA youth & adults
Boys & Girls Club	Referrals are received for participation in the <i>About Face</i> program; and <i>About Face</i> makes referrals for In-School and Out-of-School youth to participate in art, cultural, sports and recreation programs.
Carpenter's Union	Provides assessment and remediation for older youth who have obtained their diploma and are participating in the union apprenticeship
KWIB Employers	<i>About Face</i> staff has been working with some Board members to place participants in the Out-of-School program into unsubsidized employment; and In-School youth in work experience. In addition, Board members have assisted with financial literacy and work readiness training. This collaboration continues to expand.
County of Kaua`i After School Programs	<i>About Face</i> staff refer participants in the In-School and Out-of-School program to the many programs sponsored by the County (recreation, sports, arts, culture, work experience etc.)

1. Describe the responsibilities the LWIB has delegated to the Youth Council. Provide a roster of your current Youth Council. [Ref: WIA Reg. 664.110].

The Youth Council is a subset of the Local Board and assists in crafting a system that serves the needs of local youth. The Youth Council is comprised of community volunteers, many of whom are also members of KWIB. * Attachment # 4 Youth Council Roster

The KWIB retains the responsibility for oversight and relies on the Youth Council for recommendations on youth policy related to:

1. Developing and recommending local youth employment and training policy and practice;
2. Broadening the youth employment and training focus in the community to incorporate a youth development perspective;
3. Establishing linkages with other organizations serving youth in the local area
4. Identify the range of issues that can have an impact on the success of youth in the labor market;
5. Monitor performance of the contracted youth service provider

2. Define how the LWIB documents that a youth is “deficient in basic literacy skills” [Ref: WIA Reg 664.205].

A youth will be assessed as deficient in basic skills according to the following criteria:

- 1) The youth computes or solves problems, reads, writes or speaks English at or below the 8th grade level on an acceptable standardized test;
- 2) Is unable to compute or solve problems, read, write or speak English at a level necessary to function on the job, in the individuals family or in society.

Basic literacy skills will be measured using an appropriate standardized assessment instrument, such as the Comprehensive Adult Student Assessment System (CASAS) and Test of Adult Basic Education (TABE).

3. Define “requires additional assistance to complete an educational program or to secure and hold employment”. [Ref: WIA Reg. 664.200(c)(6)]

The Youth Council follows the definition as presented in the Code of Federal Regulations 664.200(c)(6). A youth requiring additional assistance to complete an educational program or to secure and hold employment... “is an individual who has a disability that must be certified by the DOE’s Special Education program, the Division of Vocational Rehabilitation, Department of Human Services, or a licensed physician or psychologist’.

4. Identify the serious barriers to employment (eight eligibility criterion for youth who are not low income) which will qualify up to 5% of youth who are not low-income individuals. [Ref: WIA Reg: 664.220(h)]

Up to five (5) percent of youth participants served by the youth program in our local area may be individuals who do not meet the income criterion for eligible youth, provided that they are within one or more of the following categories:

1. School dropout;
2. Basic skills deficient, as defined by WIA;
3. Are one or more grade levels below the grade level appropriate to the individual's age;
4. Pregnant or parenting;
5. Possess one or more disabilities, including learning disabilities;
6. Homeless or runaway;
7. Offender

5. Describe the competitive process that the LWIB will use to award grants and contracts to providers of youth activities.

The State has developed criteria [Ref. WIA 112(b)(18)(b)] to be used in competitively selecting providers of youth activities and in identifying effective and ineffective providers. The criteria are as follows:

The provider documents that the program, through its network of providers, provides to each youth:

- The presence and support of a caring adult;
- The integration of academic and occupational learning;
- Opportunities for contextual work-based experiences;
- Individual career planning and the accompanying guidance and counseling services;
- The influence and support of work-site mentors;
- The support of a cohort peer learning group which builds teaming skills, work habits and attitudes;
- Recognition and rewards including leadership skills;
- Activities that are appropriate to the individual's age and needs;
- Continuity of services including: timely intake and exit, and transition to the next provider, should the provider's contract end and a new provider take over.
- Opportunities to identify and incorporate personal goals and objectives; and;

- Support by a caring adult and/or work-site mentor who will provide participants with an evaluation of performance, personal goals and objectives achieved

Additional criteria for determining the effectiveness of a youth provider includes its documented program management; that it:

- Has a track record of achieving desired outcomes;
- Is committed to continuous improvement;
- Has a clear and consistent mission;
- Staff has strong qualifications and experience; and are knowledgeable about youth assessment, development of individual service strategies and integration of needed services;
- Has capacity to measure WIA youth outcomes (and provide required follow up);
- Follows generally accepted financial practices, as evidenced by a financial statement or auditors report;
- Is part of a community network of services;
- Attracts diverse funding;
- Complies with laws:
 - a) Compliance with Child Labor and Age and Hour laws;
 - b) Compliance with laws ensuring nondiscrimination and equal opportunity;
 - c) Compliance with laws governing the treatment of persons with disabilities (ADA);
 - d) Has all licenses, certificates, and permits required to conduct the provider's business in the State of Hawaii

The selected youth provider will provide a program which includes:

- An objective assessment of the **skill levels** and **service needs** of each participant. This assessment shall include a review of academic skill levels, prior work experience, basic skills, and interests as well as support service needs.
- Assessments conducted by another education or training program will be accepted if occurring within a year of the youth's WIA registration.
- Development of **individual service strategies** that identify the employment goals, achievement objective, and appropriate services for participants taking account the assessments described in the immediately foregoing paragraphs.
- Service strategies conducted by another education or training program will be accepted if occurring within a year of the youth's WIA registration.
- Provides preparation for post secondary education opportunities,

- Provides linkage between academic and occupational learning, provide preparation for employment
- Provides effective connections to intermediary organizations that provide strong links to the job market and employers.

Program elements to be made available:

The program must make the following services available to youth participants:

1. Tutoring, study skills, training, and instruction leading to completion of secondary school, including dropout prevention strategies;
2. Alternative secondary school services;
3. Summer employment opportunities that are directly linked to academic and occupational learning;
4. Paid and unpaid work experiences, including internships and job shadowing [Ref: WIA Reg. 664.460 and 664.470]
5. Occupational skill training;
6. Financial literacy training;
7. Leadership development opportunities, which include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours [Ref: WIA Reg. 664.420 and 664.430];
8. Supportive services [Ref: WIA Reg.664.440];
9. Adult mentoring for the period of participation;;
10. Follow up services for not less than 12 months after the completion of participation [Ref: WIA Reg. 664.450];
11. Comprehensive guidance and counseling, which may include drug and alcohol abuse and counseling and referrals.

The process to award the contract will be:

- Publish Public Notice to community and interested groups that the WIAs Youth Request for Proposals are available.
- RFPs are disseminated to interested parties.
- Hold Technical Assistance Session for application preparation.
- Application deadline.
- Youth Council reviews and rates applications. Recommend Youth Service Operator to Kaua'i Workforce Investment Board.
- KWIB recommends Youth Program Operator to the Mayor.
- Mayor approves application.
- Publish Public Notice to receive comment (30 day comment period) on Youth Program Plan.
- Comment period ends.
- File Youth Program Plan with State Department of Labor.
- Publish Public Notice of Final Plan.

It is expected that the youth service provider ultimately awarded the contract for services will be responsible for disseminating, promoting, and advertising youth activities delivered under WIA funding to appropriate agencies, organizations, and locations throughout Kauaʻi. A listing of eligible providers will be disseminated to local entities that may include but not be limited to the following.

- Family court branches
- County police departments
- County housing departments
- DOE district offices and local secondary schools
- The YMCA youth leadership and outreach programs
- Native Hawaiian youth programs in Alu Like and the Polynesian Voyaging Society
- Community Colleges
- Boys and Girls Club of Hawaii
- Hawaiʻi Community Development Corporation (HCDC)
- The Office of Youth Services (OYS) and its OYS Centers
- Hawaiʻi Job Corps
- Community Action Programs (CAPs)
- Junior Achievement Organizations
- Hawaiʻi National Guard Programs
- Hale Opio Kauaʻi, Inc.
- Habitat for Humanity
- Human Services agencies dealing with foster care, welfare, etc.
- YWCA youth leadership and outreach programs
- Queen Liliʻuokalani Children Centers;
- County Parks and Recreation
- CPS - Child Protective Services
- School to Work concept programs

6. *Describe and assess the type and availability of youth activities in the county [Ref. WIA Reg. 661.350 9(a)(7)].*

Kauaʻi has many excellent activities and programs for youth available throughout the island, with several additions made when the County Drug Response Plan went into effect in 2004. One such example developed by the Office of Community Assistance Recreation Agency, an after school program called “Malama Na ʻOpio”. Goals of this program are to:

- Provide after school activities and transportation for youth from Kauai’s Middle and High Schools in five areas: North Shore, Eastside, Central, Southside, and Westside;
- Work in partnership with other providers of existing activities for youth

The following describes briefly other types of youth-oriented activities and services available for Kauaʻi's youth:

County Neighborhood Centers: Neighborhood Centers are managed by the County Park and Recreation Department. There are nine centers throughout the County of Kauaʻi. They conduct many youth activities throughout the year such as Youth Basketball Leagues, Sports Clinics, Track and Field Events, Volleyball and Teen Dances.

The Summer Enrichment Program: Offered to boys and girls kindergarten through 11 years of age at the neighborhood centers. The schedule consists of a curriculum based on a Hawaiian theme where children learn history, dance, food, and outdoor games, and directed crafts. There are also educational excursions planned weekly.

YWCA offers a Girlz Dayz Camp: Held in July for girls between the ages of 7 and 16

Junior Lifeguard Program: For boys and girls ages 13 through 18. Participants learn first aid, CPR, and basic water safety.

Boys & Girls Club: Several programs, with one of the newest SMART MOVES providing educational enhancement.

Kauaʻi Economic Opportunity, Inc.: Provides an after school life skills program, in partnership with the canoe clubs, Department of Health, Boys and Girls Club and others.

Hanalei Hawaiian Civic Club: Programs offering tutoring, canoe paddling, strengthening training, and a drug and alcohol-free club.

Other Youth Organizations:

AYSO Youth Soccer	Kawaihau Little League
Boys and Girls Club	Pop Warner Football
Girls Softball	West Kauaʻi Youth Baseball
HYSA Youth Soccer	YMCA Roller Hockey League

Recreational Activities: Many recreational activities are throughout the community:

Aerobics	Hula	Martial Arts	Gymnastics
Ballroom Dancing	Japanese Dance	Photography	Sewing
Crafts	Karaoke	Ukulele	
Filipino Dance	Line Dancing	Yoga	

Alu Like, Inc.

Alu Like provides services to economically disadvantaged Hawaiian and part Hawaiian Youth. They offer a Summer Program to approximately 350 eligible youth and provide paid work experience in the community.

- 7. Describe how local agencies cooperate to provide youth with needed services on a seamless, continual basis throughout the individual's development year. Describe planned innovations in the collaborative delivery of services to youth. Does the Local Area give extra points to proposals from coalitions of providers using collaborative strategies to provide youth services? Does the Local Area use contract negotiations to cement collaborative ties between agencies? Describe improvements in the collaborative delivery of services to youth in the past five years.***

Strong partnerships have been developed over the past years, as identified under #1 in the collaborative and coordinated approach to providing youth services. Communication and collaboration have been key to the success of the About Face program which provides both the in-school and out-of-school youth programs. Their staff works closely with community agencies and One-Stop partners to provide a comprehensive program, offering opportunities for work experience and job placement in unsubsidized positions.

Such collaboration includes:

- Kaua'i Drug Response Plan initiated in 2004. Several community organizations work on drug prevention, treatment, enforcement and integration;
- Utilization of all community agencies and youth partners to actively recruit eligible youth on Kaua'i. All forms of media are enlisted in recruitment to assure island-wide awareness of the programs and summer activities;
- Worksites have been developed from both the private and non-profit sector in order to allow youth to apply their occupational skill training. In developing quality hands-on work experiences training plans are developed with the work sites;
- Coordination with community resources to address youth employment barriers. Transportation, childcare and work attire are a few areas in which youth need assistance;
- On-going counseling services will be provided throughout the program to assist a participant with personal or professional problems;
- Leadership development opportunities, which include activities such as self-esteem building, team building, decision-making, time management, work behavior training and service learning projects.

Linkages:

Programs ensure appropriate links to entities that will foster the participation of eligible youths. Linkages may include, but may not be limited to, the following organizations.

- Family court branches
- County police departments
- County housing departments
- DOE district offices and local secondary schools
- The YMCA youth leadership and outreach programs
- Native Hawaiian youth programs in Alu Like and the Polynesian Voyaging Society
- Community Colleges
- Boys and Girls Club of Hawaii
- Hawai'i Community Development Corporation (HCDC)
- The Office of Youth Services (OYS) and its OYS Centers
- Hawai'i Job Corps
- Community Action Programs (CAPs)
- Junior Achievement Organizations
- Hawai'i National Guard Youth Programs
- Hale Opio Kaua'i, Inc
- Habitat for Humanities
- Human Services agencies dealing with foster care, welfare, etc.
- YWCA youth leadership and outreach programs
- Queen Lili'uokalani Children Centers
- County Parks and Recreation
- CPS - Child Protective Services
- School-to-Work concept programs

The Local Area in the past has not given extra points to proposals where collaborative strategies are provided, however will do so with the next RFP process for the 2006-2007 program year. Contract negotiations will also be included to reinforce collaboration and provide comprehensive services given limited WIA funding.

8. Separately describe the activities of the LWIB's comprehensive plan for a) in-school youth and b) out-of-school youth. Describe how each of the activities will be accomplished. Describe the year-round program, including the summer component. Describe how any coordination occurs with the agencies list at IV.II.

KWIB's plan follows the "New Strategic Vision" for the delivery of youth services, which is that out-of-school youth and those most at risk of dropping out are an important part of the new workforce "supply pipeline" needed by businesses to fill job openings.

WIA funded youth programs help provide leadership by serving as a catalyst to connect these youth with quality secondary and post-secondary educational and high-growth and other employment opportunities.

The Hawai'i National Guard "About Face" In-School Program:

The In-School Program is offered to youth from ages 14 -18. In order for a youth to be eligible for this program the participant must be low income and:

- 1.) aged 14 -18
- 2.) deficient in basic literacy skills (math and or reading)
- 3.) currently enrolled in school

In-School Activities The In -School youth program serves youth who are still enrolled in school. Comprehensive case management is provided, along with counseling, mentoring and assessment for needed assistance. The About Face Instructors coordinate with the school to follow the participant's academic growth. After school workshops are offered during the school year to cover topics such as critical thinking, life skills, decision-making, employability skills and supplement topics to assist in school work. A summer youth employment component is offered for participants to apply skills learned throughout the school year and work readiness.

After School Workshops/Summer Program: The training, for the school year is scheduled for 16 after-school classroom sessions (approx. 32 hours), 4 after-school work experiences with an employer (approx. 8 hours), and 2 Saturday work experiences with an employer (approx. 12 hours). Each after-school session is approximately 2 to 2.5 hours in length and the daily Saturday work experiences are approximately 6 hours long. The summer component is 3 weeks in length and is made up of 15 daily sessions of 6 hours per day. The first week (5 days) consist of classroom activities to prepare the students for the work experience portion to follow. The next 2 weeks (10 days) consist of the work experience training.

Incentives: The design of an incentive structure helps to prevent program dropouts. A financial incentive encourages participants to remain with the program. In addition, a formal graduation ceremony is held at the end of the program, which includes award presentations, guest speakers, displays of projects, testimonials and other highlights from the program. Family, friends, community members, worksite supervisors, Guard mentors, etc. are all invited to attend this celebration. Both staff and participants prepare for and anticipate this exciting conclusion to the program.

Case Management: Case management and a client-centered approach are utilized. The "Individual Service Strategy" (ISS) is a tool used by the Program/Case Managers for identifying student needs and assuring those needs are met, whether it is remediation in reading and/or math, basic employability skills, or needing a referral for eyeglasses. Meetings with Guidance Counselors, Teachers and Administrators are scheduled as deemed necessary. Methods aimed at ensuring high rates of program completion are

incorporated into the design of this program. These include careful monitoring of attendance and punctuality, one-on-one counseling, and consultations with the parent/guardian if necessary. Constructive, positive feedback is provided to participants through regular, weekly counseling sessions conducted by the Program/Case Manager. Typically, if there is a problem that may lead to the participant's failure to complete the program, it is identified during these sessions. Prompt action is taken by the staff to help the youth overcome the problem to the best extent possible.

Curriculum

School Planner
Computer Literacy
Smoking Prevention
Life Skills
Academic Remediation
Work Exp. Field Kit
Using the Internet
On-Line Instruction
Career Directions
Work Exp. Activities
Mentoring Activities
Direction

Work Experience

Interpersonal Group Dynamics
Pregnancy Prevention
Core Work Skills
Life Skills
Academic Remediation
Work Experience Field Fit
On-Line Instruction
Work Experience Activities
Mentoring Activities
Parent Workshops

SummerWork Experience

Business Perspectives
Exploring Careers
Effective Employee Skills
Job Searching Skills
Work Experience Field Kit
Work Exper. Orientation
On-Line Instruction
Work Exper. Activities

Work Experience: Upon completion of the employability/work readiness classroom instruction, participants transition to work experience with public or private organizations for the remainder of the program. Work Experience will consist of the following activities for each site:

- Develop training plans and competencies for each site;
- Secure, train and supervise staff to counsel participants at worksites;
- Develop and secure worksite agreements with participating worksite supervisors;
- Maintain records necessary to document attendance and competency acquisitions;
- Provide participants with information explaining the goals and objectives of the work experience as well as the policies of the worksite

Hawaii National Guard About Face Out-of-School Program

The Out-of-School program is offered to youth from age 16 -21. These students must no longer be attending school, whether they have dropped out or have graduated, but are basic skills deficient, unemployed, or underemployed.

The program begins with a two (2) week class using a curriculum package that is specifically designed to address Work Readiness and Occupational Skills to prepare for work experience and job placement. These goals are addressed and met through interactive training modules described below, followed by actual participation in work experience for non-basic skills deficient youth. This approach allows the participants to not only receive training in employability skills, but also begin to immediately apply those skills in the workplace.

GED Preparation and Credential Attainment: GED Preparation software and materials will be available for use by participants who need such resources. Case Managers will work with the youth who do not have a diploma to encourage them to attain their GED equivalency credential. Staff will also help participants with GED test registration. In addition, youth will be counseled and referred (as appropriate) to enroll in short-term training programs (such as Certified Nursing Assistant) that are offered through the One-Stop system and KWIB-approved service providers.

Incentives: Financial incentives will be available throughout the duration of the program to encourage participation and completion. The incentives plan is structured to reflect the pay mechanism a participant would receive as an employee, with documentation required to show attendance and/or hours worked and regularly scheduled pay periods and paydays.

The design of the incentive structure also helps to prevent program dropouts. In addition, a formal graduation ceremony is held at the end of the program. Activities include award presentations, guest speakers, displays of projects, testimonials and other highlights from the program.

Curriculum

Pre-Employment Work Maturity Skills: These skills are demonstrated and practiced through the use of the *Job Search* and *Effective Employee* modules. The modules present a series of topics focusing on employment skills that youth will need as they prepare for employment. The *Job Search* topics include job search methods, completing job applications, resumes and correspondence, telephone techniques, interviewing skills and job search follow up activities. These topics are practice-oriented and activity-based, and whenever possible they use the perspective of business volunteers who are invited to speak to the classes about the hiring process. The *Effective Employee* module addresses skills as they relate to retraining employment once secured. Topics include getting along with others, understanding human behavior, appropriate employee behaviors, attire, self-esteem, goal setting, advancing in the organization, and time and stress management.

Career Exploration: Career exploration activities begin with a review of the labor market and then participants are introduced to the types of jobs available, where they are, the pay and benefit ranges, what it takes to be qualified for those jobs, and the future outlook for employment. This is supplemented by participating employers from the local community who visit the classes to discuss employment opportunities within their firms. They also discuss normal business operations and give advice on how to prepare for the world of work. Similarly, youth may make on-site visits to area employers or the One-Stop Job Center to explore careers and observe how businesses operate.

Working Basics Life Skills: This area of presentation prepares youth for the future by introducing them to the kinds of decisions they will make as responsible adults. Life Skills topics include: *personal financial management, insurance and its role, comparing*

cash and credit purchases, when and how to seek legal assistance, understanding tax forms, contracts, warranties, and utility bills are among some of the instructional topics to be presented.

Work Experience: Upon completion of up-front employability/work readiness instruction, participants transition to work experience with public or private non-profit organizations for the next two (2) weeks of the program. Work experience consists of the following activities being conducted by program staff:

- Develop training plans and competencies for each site;
- Secure, train and supervise staff to counsel participants at worksites;
- Develop and secure worksite agreements with participating worksite supervisors;
- Maintain records necessary to document attendance and competency acquisition;
- Provide participants with information explaining the goals and objectives of the

Provider Discretion

Program operators have the discretion to determine what specific services will be provided to a youth participant based on each participant's objective assessment and individual service strategies.

Evaluation

Programs must review the progress of each participant in meeting the objectives of the service strategy. Modification to the individuals plan must be made to ensure appropriate services for the participant. Customer service evaluations will be administered for each service the participant enters.

Program Design

Year-Round Operation: The activities are conducted on a year-round basis and meet all specified program elements as described in the following.

- Essential Elements
- Program Elements
- Evaluation
- Program Linkages

Participant and worksite satisfaction surveys are conducted.

- Weekly monitoring of worksites will be provided to ensure work assignments/internship are in compliance with the current child labor laws.
- Pre/Post testing measuring basic skills and work employability skills will be conducted on all participants.

Summer Activity

These activities are conducted between the months of June-August and meet all specified program elements listed in the comprehensive plan.

- Essential Elements
- Program Elements
- Evaluation
- Program Linkages, and
- All other program elements specified under Year-Round Activities under this section.

9. Describe how the LWIB will ensure that 40% of total youth funds will be directed to out-of-school youth.

Our Local Plan adheres to the Hawai'i State WIA Plan that a minimum of 40% of the youth funds be directed to out-of-school youth. We have allotted 70% of youth funds to the out-of-school youth program for program year 2005-2006.

WIA [Ref: WIA Reg. 664.300] defines out-of-school youth as an eligible youth who:

- a. Has withdrawn from school through completion of the Department of Education's Form 4140 (Exception to Compulsory Education); or
- b. Is a high school graduate or holds a GED/Competency Based High School Diploma, but is:
 - 1) Deficient in basic skills
 - 2) Unemployed, or
 - 3) Underemployed. Under employed is an individual who is:
 - a) Seeking full-time work, but working 19 hours or less;
 - b) Working part-time, but whose income is below the lower living standard for Hawai'i; or
 - c) Working, but the person's skills qualify the person for higher level jobs.

10. Describe the youth program(s)' connection to the county One-Stop system

The Youth program makes connections with the One-Stop Center by:

- Incorporating the One-Stop Center in the Individual Service Strategy (ISS) as a goal for the youth to be able to utilize it as a life-long employment tool.
- Utilizing the One-Stop Center as a career awareness, job referral, and labor market information resource;
- Utilizing the One-Stop to establish linkages with schools, community-based youth services organizations, and school-to-work systems;
- Having the One-Stop Center conduct outreach efforts targeting out-of-school youth;
- Conducting tours of the One-Stop Center;

- Plans will be to create a separate youth resource area within a One-Stop Center with relocation of the Center in the spring of 2006.

11. Describe the LWIB's workforce-related prevention strategy towards lessening school drop-out rates. Describe the LWIB's strategy for providing youth participants with a broad spectrum of employment experiences to help shape career paths. Describe the LWIB's strategy for providing youth participants access to career, employment, and labor market information.

School dropout is a complex social problem for which there is no simple solution. Focusing attention on addressing the problem calls on the need for DOE and the community to work collaboratively to identify potential dropouts and provide prevention programs. Additional sources for identifying potential dropouts include: CPAS, after-school and mentoring programs, learning centers, parent support project/association and DOE teachers/faculty taking notice and action. Community programs assist in the identification and provision of preventative measures through such agencies as Hale Opio, Inc., the Boys and Girls Club, Kaua'i's Drug Prevention Coalition, Child Protective Services, Family/Drug/Teen Courts, Alu Like and Kaua'i Economic Opportunity Center, Inc.

One strategy is to ensure a strong in-school youth service program, such as About Face, to assist students not only in basic skills remediation and academic strengthening, but also in making informed decisions and the related consequences, and incorporating career exploration and planning for the future.

KWIB works with the Department of Education and Kaua'i Community College to provide assistance in developing career pathways within the schools and extending student learning into the community by provide hands-on work experiences. Engaging students in vocational related activities, such as informational interviews, job shadowing, internships, attending job fairs, participating in mock interviews, attending presentations on industry and labor market trends and future opportunities, are all methods to stimulate interest in school, continuing education, employment possibilities and life-long learning. In addition, KWIB has started providing industry tours for DOE and KCC faculty and career/guidance counselors to keep them abreast of the current and future labor market, and training and employment needs to better assist students in career exploration.

WDD and WorkWise! staff attend high school job fairs to reach out to students to introduce them to vocational resources, register those interested, provide labor market information and the full array of services available to them through Kaua'i's One-Stop Job Center.

VI. OTHER SERVICES

1. Describe steps you will take to encourage participants to seek further training to prepare them for higher-paying jobs; e.g. place in higher education or apprenticeships

- Continue collaboration with DOE and KCC to coordinate and expand outreach efforts and awareness within the schools and community to promote education, training and apprenticeship opportunities;
- Board members to participate in career pathway activities and provide job shadowing, internships, work experiences and mentoring in effort to broaden understanding and encourage the value of education and life-long learning;
- Continue to hold job fairs and adopt-a-school programs to promote career exploration and growth;
- Work with businesses/employers to provide incumbent worker training; provide resources and incentives when possible.

2. Describe how faith-based and community-based organizations will be included in your workforce investment system.

Faith-based and community-based organizations provide meaningful partnerships in workforce and economic development. We have become well aware of their contributions as we have worked collaboratively on the Kauaʻi County Drug Response Plan and Prisoner Re-Entry grant proposal, to name two recent interactions. Effective partnerships broaden outreach to the local communities, with many benefits gained in a working relationship, such as:

- Faith-based and community-based organizations (FBCOs) provide services to job seekers *prior* to seeking assistance at the One-Stop Job Center, *during* their participation and maintain long-term relationships *after* they exit programs. This type of relationship may assist in exceeding WIA performance measures by providing “wrap-around” services that assist in securing long-term employment and retention.
- FBCOs are mission-driven organizations and are generally well connected to the communities where customers live and have a reputation for going to extraordinary lengths to meet their needs;
- They are compassionate with individuals who can be hard to reach and difficult to serve, including ex-offenders, at-risk youth, homeless persons, immigrants and welfare recipients;

- The service delivery mechanism of FBCOs can be instrumental in allowing the One-Stop center to enhance access to programs, expand services, and leverage resources;
- FBCOs provide services during the evenings and weekends, outside the One-Stop centers working hours; thereby expanding the workforce investments systems capacity;
- These are demand driven organizations whose programs have operated prior to the availability of public funding streams, so therefore are not dependent on government money to keep their programs going.

3. Describe other services, activities and projects not described elsewhere in this plan

The One-Stop system will continue to develop enhanced employer services, increased outreach and methods to attract individuals who are currently not participating in the workforce nor pursuing education. Incumbent worker training will be encouraged and customized training expanded.

VII. Performance Goals and Levels for 2006 and 2007

Hawaii's Negotiated Performance Levels, 2005-2007

		PY 2005	PY 2006
ADULT	Entered Employment Rate	75%	76%
	Employment Retention Rate	82%	83%
	Earnings Change	\$4,000	\$4100
	Employment and Credential Rate	58%	59%
DISLOCATED WORKER	Entered Employment Rate	80%	81%
	Employment Retention Rate	84%	85%
	Earnings Change	\$1,995	\$2,015
	Employment and Credential Rate	61%	62%
OLDER YOUTH	Entered Employment Rate	76%	77%
	Employment Retention Rate	79%	80%
	Earnings Change	\$3,000	\$3,100
	Credential Rate	34%	36%
YOUNGER YOUTH	Skill Attainment Rate	68%	70%
	Diploma Attainment Rate	52%	54%
	Retention Rate	48%	49%
CUSTOMER SATISFACTION	Employer	82%	82%
	Customer	70%	71%

- 1. Provide a LWIB assessment of its Adult and Dislocated Worker WIA Performance Measures for the first five years of the WIA program, including a discussion of the LWIB's level of satisfaction with the outcomes and plans for meeting future targets.*

During the five year period performance has fluctuated as has the labor market and economy. Three major factors appear to have affected Kauai's local area performance:

- 1.) Economy
- 2.) Program Design
- 3.) Client Characteristics

Economy: Low unemployment

- Over the past years, the unemployment rates have fluctuated and we have experienced a tightening of the labor market. Employers have found it increasingly more difficult to find and retain skilled workers:

Employment Rates ¹¹

- 1999 – 6.4%
 - 2000 – 4.3%
 - 2001 – 5.6%
 - 2002 & 2003 – 3.7%
 - 2004 – 3.3%
 - 2005 – 2.6%
- Wages vs. self-sufficiency levels has played a role, as has the decision of program participants to obtain employment readily available rather than attend training which will prolong earning an income.
 - Approximately 65% of all jobs on Kaua`i pay less than \$30,000/yr and 54% pay less than \$25,000. ¹² Many individuals work two or more jobs in order to cover their living expenses, leaving little if any time for participation in continued education.

Program Design

- The “learning curve” of changing staff and providers, and staff reductions has hampered performance, as has mistakes in data entries in AOSOS;
- Staff has had difficulty in providing follow-up with some participants after exit and/or when they transition from one service provider to another. Phone numbers have been disconnected and no forwarding addresses available.
- Case management, job development/placement and follow-up services required greater attention;
- Kaua`i has struggled with limited training programs available, in addition to funding decreases over the five year period. In the past two years additional long-term training programs have been added which provide “transferable skills” that can be utilized in a variety of position/industries.

Client Characteristics

- Employment-related measures were affected as greater proportions of clients served were “hardest-to-serve” with multiple barriers.

¹¹ Research & Statistics Office, Hawaii Department of Labor & Industrial Relations, Nov. 05

¹² Kauai Economic Development Plan 2005-2015, Comprehensive Economic Development Strategy Report

- Some clients were accepted in the programs although having significant barriers, due to the lack of available workers as the market became tighter; most who can work and want to work were already working.
- Customer service maintained consistently positive; however employer services were not as comprehensive as would have been preferred.

Action to increase performance and enhance services:

- Focus on staff training and cross-training to improve case management, job development & follow-up
- Utilize all available “tools” (OJTs have been under-utilized in the past)
- Implementation of a demand-driven model and the designation of some staff to serve as “Business Service Representatives” has begun and will continue;
- Case management and follow-up will be improved with staff training and increased activity in these areas;
- Increase in the number and type of training programs preparing individuals with skills that are transferable to many industries, and for high-wage, skilled positions;
- Employing the “Learn-to-Work” model in training, which provides work readiness training, classroom training and work experience;
- Expand partner support, resource sharing and leveraging;
- Closer supervision and monitoring by WDD branch manager and WIA administrator

a) Description and assessment of the type and availability of adult and dislocated worker employment and training activities in the County [Ref. WIA Reg. 661.350(a)(5)]

Kaua`i being the smallest of the islands, has only one Job Center which provides Adult and Dislocated Worker programs through WDD, and one community college which provides the majority of post-secondary training. Fluctuation in the economy over the past five years has prompted a change in the type of services sought and needed by both employers and job seekers. This, along with funding decreases, necessitated an alteration in the provision of services and type of training programs offered. Early in the five year plan the unemployment rate was higher, training programs were limited, and the economy much weaker than in the recent two years. With the improved economy and expansion of industries and businesses, the demand for both skilled and unskilled workers has increased. To accommodate the workforce needs, in addition to the core and intensive services offered to adult and dislocated workers, greater emphasis has recently been shifted to the enhancement of employer services, remediation of basic skills in adults and younger workers, work readiness, short term training or direct placement of dislocated workers in employment. The number and variety of training programs offered through Eligible Training Provider(s) has increased to reach multiple industry needs and the utilization of “transferable skills” for the job seekers. Long term training options once limited to massage therapy and nursing assistant, have expanded to computer and

office skills, administrative support, sales associate/customer service, human resource fundamentals, landscaping, HazWoper, facilities maintenance, and CDL training.

b) Assessment of the County One-Stop system's strengths and weaknesses

Strengths:

- Easy access to the One-Stop Job Center and to partner agencies;
- Equipped with assistive technology for persons with disabilities;
- Diversity of skilled and trained staff;
- Long standing working relationship and partnership among partners and community agencies;
- Responsive education and training providers;
- Commitment to meeting the needs of local area job seekers and businesses;
- Collaboration and sharing/leveraging of resources;
- Recent changes within the One-Stop Center with designated staff serving as a “Customer Service Representative” and providing “triage” for all partners; this has improved communication and referrals between agencies;
- Improved services to employers has been occurring with the expanded staff role as “Business Services Representatives” within the One-Stop system.

Weaknesses:

- Partners within the One-Stop system are not co-located, making it more difficult to share resources, staff and reduce duplication;
- Funding reductions among all partners has resulted in limitation on resources and staffing;
- Each partner has their own program performance measures and goals to achieve which takes a priority;
- Implementing changes to a ‘demand-driven’ model takes time and training;
- Lack of shared management systems

c) Identify planned improvements and capacity building, including a timeline and description of how this will incorporate the LWIB's vision and goals described in Section I.

Improvements in the One-Stop system are consistent with the vision and goals of KWIB and have been initiated with the implementation of staff taking on new roles such as “Customer Service Representative” and “Business Service Representatives”. Greater emphasis is being placed on “triage” and cross-referrals to partner and community agencies, weekly communication mechanisms with partners to provide updates, referrals, job leads, and news worthy information sharing. Outreach efforts are being improved

and expanded to employers, job seekers, community organizations via presentations and media advertising on the One-Stop Job Center and the available services and training. Collaboration and coordination with education, economic development and community agencies has increased and will continue to develop as we share resources and talents and reduce duplication.

Staff capacity building has begun and will continue through PY 05 and into PY 06 to include training in: Assessment, development of employment plans, effective case management and documentation, job development, job placement, follow-up services and retention; servicing employers/businesses, and working with the hard-to-serve clientele.

2. Provide a LIWB assessment of its Older Youth and Younger Youth WIA Performance Measures for the first five years of the WIA program, including a discussion of the LWIB's level of satisfaction with the outcomes and plans for meeting future targets.

Over the course of the five years Kaua'i has had two youth providers, Kaua'i Community College through 2003 and the Hawaii National Guard, About Face Program, beginning in January 2004. The transition of service providers, in addition to method of case management and follow-up have been areas of concern and needing attention. As with the Adult and Dislocated Worker programs, other factors affecting the performance outcomes have been the economy – fluctuation in employment rates, program design and implementation, and the characteristics of the clients served.

As the economy has strengthened, job openings have increased with many opportunities available to youth. When faced with a decision to earn a credential or earn wages, many have elected to put education on hold to and to work. Some youth have found attempting work and school simultaneously to be too difficult to manage. Client characteristics has shown a greater proportion of youth served have been out-of-school and hardest to transition due to multiple barriers, including deficiencies in basic skills.

Program design has shifted over the years, to accommodate serving more out-of-school youth. In the fall of 2004 KWIB voted to change the allocation of funds from 50% to 70% to serve out-of-school youth, and remains this allocated percentage in PY 2005. With this change, the neediest of youth have been served.

Plans for the future include continued collaboration and coordination of services with community organizations, DOE and One-Stop partners. In doing so, the program will be enhanced, resources shared, expertise provided to promote credential attainment, improved job placement and retention, and follow-up service.

a) ***Description and assessment of the type and availability of youth activities in the County. [Ref: WIA Reg. 661.350 (a)(5)]***

As identified in section V. Youth Services, (please refer) many youth activities and services have developed over the years, particularly with the implementation of the Kauaʻi County Drug Response Plan. Several well-established after school programs and community organized academic and prevention services are available to youth of all ages. Increased recognition of the frequent use and reported effectiveness of such services has prompted allocation of continued funding.

VIII. MONITORING AND EVALUATION

1. *Describe how the LWIB ensures the continuous improvements of the One-Stop Job Center, eligible training providers, and service providers. Include descriptions of the quality assurance provisions in the contracts, interim indicators of achieving performance levels, technical assistance, training, minimum operating guidelines, monitoring, incentives, and methods to ensure contract compliance.*
2. *Please describe how the LWIB ensures the quality of its One-Stop Job Centers, eligible training providers, and service providers, including a description of the following:*
 - a) *frequency, scope and method of monitoring services, contract compliance, and performance*
 - b) *how the LWIB provides feedback to providers about their performance, particularly with respect to their contribution to the LWIB meeting its targeted Performance Measures.*
 - c) *at what intervals the LWIB provides feedback and follow-up, and*
 - d) *how the LWIB identifies effective and ineffective providers, and what is done with this information*

Continuous improvement is monitored at the bi-monthly KWIB and Youth Council meetings. Each service provider attends these meetings and reports on the program, participants, status, outcomes and performance. A report of the One-Stop Job Center is also provided by the operator and WDD branch manager, with any input from partner agencies. Board and Council members are encouraged to ask questions and seek clarification as needed. If a request is made for follow-up after the meeting, the WIA administrator provides email communication between bi-monthly meetings. The WIA administrator also reports on performance and compliance of each provider and Federal and State updates/reports/bulletins.

Training is monitored by the providers with updates also provided at bi-monthly meetings as to the number of enrollments, upcoming training classes, training needs indicated by Board members and employers. DOE and Kaua'i Community College actively participate in the review of training and changing needs within the local area.

The contracts with the providers state the fiscal and reporting requirements, statutory and regulatory requirements, scope of service, program goals and objectives, performance goals and objectives and transition planning requirements.

Interim performance Meetings and communication are ongoing between the WIA administrator and service provider. The youth provider sends monthly progress reports on attainment of goals and youth performance.

The required performance measures are monitored on a quarterly basis upon review of the quarterly reports received by the State WDD office. Additional service strategies are discussed and planned prior to the commencement of the plan year to meet desired outcomes. If the goals are not met on a quarterly basis, the WIA administrator requests explanation from the provider indicating why the goal(s) have not been achieved and what steps will be implemented to ensure improvement. Technical assistance is provided as deemed necessary and whenever requested by the providers.

Annual on-site monitoring is conducted by the County of Kauaʻi, WIA administrator to assure compliance. Monitoring includes:

- Administrative requirements
- Review of active and exited participant case files
- Verification of case data in the AOSOS
- Staff Interviews; Participant Interviews when possible
- The WorkWise! facilities (adherence to EEO, ADA)

3. What are the LWIB's plans for quality control of data used in the calculation of Local Area Performance Measures, including timely and accurate data collection and entry? Please describe the frequency, scope and method of monitoring data entry. What ensures that corrective action is taken.

The LWIB, State WDD and WDC work together to promote continuous improvement and staff development on service strategies to achieve each funding programs negotiated performance.

Adult/Dislocated Worker Service Provision

The Kauaʻi Workforce Development Division is responsible for operation of the Adult and Dislocated Worker programs under WIA funding and is therefore accountable for the performance of adults and dislocated workers served. Staff have been trained on the use of AOSOS and importance of timely and accurate data entry. WDD is responsible for facilitating the collection and compilation of all required performance data related to the Adult and Dislocated Worker programs.

Annual data validation is performed by the State WDD office and by the WIA administrator. Quarterly performance and client exit reports from WDD are reviewed by each provider and the WIA administrator with explanation as to any weak areas discussed and needed change implemented. Interim performance indicators are monitored as well, through effective and frequent case management and recording of incidents, follow-up on situations/events that could result in lack of participation, interruption or incompleteness of program/services. The WDD branch manager will begin meeting bi-weekly with WIA staff to perform case file reviews to monitor interim progress towards meeting

performance measures. In addition, WIA staff will participate in capacity building training to improve their skills in case management, individual employment planning, job development and placement, and employer outreach. Communication between staff and the branch manager is encouraged and reinforced to assure performance is reviewed and monitored throughout the year.

Negotiated performance levels with the State provide the WIB with benchmarks against which to assess the overall performance of WDD's services and programs. In addition to information gathered for state and federal reporting purposes, the WIB gathers information which monitors the performance of WDD with respect to employer and participant interests and needs. In addition to the use of a nationally-developed customer satisfaction instrument, the WIB also identifies any other data elements which may be desired.

The combination of information gathered for reporting purposes and about customer satisfaction provides opportunities for improvement and potential strategies to employs. Annual renegotiation of expected performance levels along with a tentative assumption that the contract for Adult and Dislocated Worker program operation will be renewed on an annual basis will facilitate improvement on a timely basis.

Youth Service Provision

The WIB engages in procedures to evaluate the youth services program operator through methods similar to that of evaluating the adult and dislocated worker program operator. In addition, Paxen (subcontracting agency) management team conducts monitoring on a monthly basis and submits reports to the About Face staff and WIA administrator to evaluate interim performance indicators. Along with performance assessment against required criteria, information about customer satisfaction is also be used to assess the overall effectiveness and quality of the youth services operator.

Training Service Provision

State guidelines and federal regulations require that entities interested in providing training services under WIA funding apply/re-apply for eligibility. Each entity must meet predetermined performance levels in the following areas in order to qualify/re-qualify for eligibility.

- Program-specific completion rates of all individuals enrolled and of the subgroup of WIA participants the entity has served;
- Wages of all individuals trained at the time these individuals became employed
- Percentage of WIA participants who completed the program and obtained unsubsidized employment;
- Retention rates of WIA participants in unsubsidized employment, six months after the first day of initial employment;
- Wages of WIA participants six months after the first day of initial employment.

The Kaua'i WDD, as program provider of adult and dislocated worker services, is responsible for facilitating the compilation of this information in conjunction with the State DLIR and all eligible training providers. Through annual renegotiation of performance goals with the State WDC and annual review of applications for subsequent eligibility, the Board is able to establish benchmarks against which to evaluate the effectiveness of training providers.

IX. BUDGET

1.) Attach your currently approved WIA budget. (Attachment # 5)

2.) Identify all other amounts and sources of funds that support your activities.

- The County of Kaua`i contributed \$20,000 for PY 2005 toward the WIA administrator's salary due to WIA funding reductions
- KCC Rural Development funding is paying for the majority of training for WIA eligible participants (total unable to determine at this date)

X. LOCAL PLAN DEVELOPMENT PROCESS

1. Describe the process to ensure public comments on and input into the development of the local plan. Include a description of specific steps taken to include input from members of businesses and labor organizations.

The LWIB must provide an opportunity for public comment and input into the development of the local workforce investment plan prior to its submission. [Ref: WIA Reg. 661.345(b)] The opportunity for public comment must encompass the following:

- Make copies of the proposed local plan available to the public (through such means as public hearings and local media);
- Include an opportunity for comment by members of the LWIB and members of the public, including representatives of business and labor organizations;
- Provide at least a thirty (30) day period for comment prior to submitting the plan to the Workforce Development Council;
- Be consistent with the requirement in WIA Section 117(e) that the LWIB make information about the plan available to the public on a regular basis through open meetings; and
- The LWIB must submit to the Workforce Development Council all comments received that express disagreement with the plan. [Ref: WIA Reg. 661.345(c)]

The local plan development process and content were discussed at KWIB Executive, KWIB full board, Youth Council and Consortium meetings on the following dates:

September 6; October 4, November 1, December 6, 2005	KWIB Executive Committee
September 8; November 10, 2005	KWIB Full Board
September 14; December 7, 2005	KWIB Youth Council
October 5; December 9, 2005	WorkWise! Consortium

Board approval on the final plan was received on December 16, 2005 prior to sending to the Workforce Development Council.

The following public notice was announced in the Garden Island newspaper on November 16, 2005:

PUBLIC NOTICE WORKFORCE INVESTMENT ACT OF 1998 LOCAL AREA PLAN FOR PROGRAM YEARS 2005 – 2007

The County of Kauaʻi is in its last year of its Workforce Investment Act of 1998, Local Area Plan for Program Years 2000- 2005. Pursuant to Hawaii State plans and instructions, the Kauaʻi County Workforce Investment Board has developed and published its draft Local Area Plan for Program Years 2005 – 2007 and is providing citizens an opportunity to examine its contents and to submit comments on the draft Local Area Plan.

PUBLIC COMMENT PERIOD

The proposed Local Area Plan for Program Year 2005 – 2007 will be available for public review and comment from November 16, 2005 to December 16, 2005 at the Hawai`i State Public Libraries in Lihue, Kapaa, Princeville and Waimea, also on the County of Kauai Website www.kauai.gov, under Office Of Economic Development, Workforce Investment Act, and at the follow location, Monday through Friday, 7:45 a.m. to 4:30 p.m., except on holidays.

County of Kaua`i
Mo`ikeha Building
Office of Economic Development
4444 Rice Street, Suite 200
Lihue, HI 96746

A copy of the proposed Local Area Plan will be mailed to any interested person who requests a copy (808) 241-6389.

Citizens who wish to comment on the proposed plan must submit their comments in writing or fax (808)241-6399 by December 16, 2005, in order for the Kaua`i County Workforce Investment Board to finalize Local Area Plan prior to submittal to the State.

The Kaua`i County Workforce Investment Board will consider any comments and views expressed by citizens on the proposed Local Area Plan for Program Years 2005 – 2007, and may modify the Plan, if it deems appropriate.

By Authority of the Kaua`i County Workforce Investment Board

Thomas Cooper
Chairman

Patricia Fleck
County of Kaua`i
Workforce Investment Act Administrator

(Garden Island Newspaper - November 16, 2005)

2. Describe how comments were considered in the plan development process.

No “public” comments specific to the posted written plan were received beyond KWIB members; although informal discussions between WIB members and colleagues within the community provided helpful information and insight related to Kauai’s current workforce shortage. This information was incorporated into the “local vision and goals” in the final plan.

Members of the KWIB provided comments during the plan development and in final draft review (as indicated under #1 of this section).

3. Summarize and include as an attachment public comments on the draft Local Area Plan, particularly those that express disagreement with the plan. Please include information on LWIB response to the comments.

No public comments were received.

XI. PLAN MODIFICATION

Formal modifications to the local plan are to be submitted to the WDC when:

- 1. there are significant changes in local economic conditions*
- 2. changes in partner-provided services*
- 3. changes to the LWIB structure, or*
- 4. strategies need to be revised to meet performance goals*

Situations in which formal modifications to the Kauaʻi plan may be required include significant changes in local economic conditions, changes in the financing available to support WIA-Title I and partner-provided WIA services, changes to the LWIB structure, or a need to revise strategies to meet performance goals. It is important to recognize that ensuring a workforce development system consistently responsive to Kauaʻi's labor market needs will require changes in the design, delivery, and assessment of the system itself. Commensurately, the WIB views the local plan as a living document which should and will be reformulated as information becomes available.

XIII. REQUIRED ATTACHMENTS

- 1. Any agreements. (Referred to in Sections III.2. and IV.1)*
- 2. One-Stop Memorandum of Understanding between LWIB and One-Stop partners*
- 3. Youth Council roster (Requested in Section V.1)*